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THE SAFETY OF A REPUBLIC

VOL. XXVIII.

ST. LOUIS, MISSOURI, SEPTEMBER 9, 1895.

No 9.

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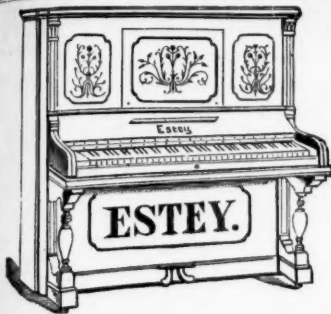
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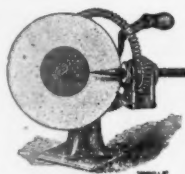
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AMERICAN JOURNAL OF EDUCATION

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VOL. XXVIII.

ST. LOUIS, MISSOURI, SEPTEMBER 9, 1895.

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'Tis the very riches of thyself,
That now I aim at.

—Shak.

WE shall be able this year to increase the compensation of our teachers all along the line, and so secure those more competent to instruct the children.

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"'Tis the very riches of thyself
That now I aim at,"

and competent teachers enrich the whole community where they are employed. We are able this year to pay for competent instruction.

The New York World prints the following interesting letter from Thornton K. Prime, Dwight, Ill., on the corn crop of this year. He says in part:

In twenty-five years' experience I have never seen anything like the prospects of the growing corn crop of 1895. Under present conditions you can look for a harvest of over 2,000,000,000 bushels of corn in the United States. This ought to be worth on the farms of the country, on an average, 25 cents a bushel, or \$500,000,000. If the European grain crop is short,

and the English harvest is known to be so, our exports will be enormous, causing a balance of trade in favor of the United States. The corn crop will not be thrown upon the market at lower prices than 25 cents a bushel. I believe that 1896 and 1897 will see a wonderful stimulus in the way of home improvements, new enterprises, and a general development among the American agriculturists, to an extent we have not known for many years. The great West will prosper if the crops suffer no injury in the next four weeks. In a word, we are not only going to see good times, but the best we have ever seen in our history as a nation."

We need increased intelligence, such as only our most competent teachers can give, to handle this \$500,000,000 of money.

THE School Board Journal says: "The Brown Palace Hotel announced in the Official Bulletin of the N. E. A. that its rates would be \$3 per day. When the guests settled their bills they were held up at the rate of \$5. It was downright robbery, but everyone had to submit."

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DR. W. T. HARRIS states in his plain, strong, practical way the legitimate, valuable and inevitable work of our common school system as follows:

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The mastery of letters and mathematical symbols; of the technical terms used in geography, and grammar, and the sciences; the conventional meaning of the lines used on maps to indicate water, mountains, towns, latitude, longitude, and the like. The school devotes itself to instructing the pupil in these dry details of arts that are used to record systematic knowledge. These conventionalities once learned, the youth has acquired the art of intellectual self-help; he can of his own effort open the door and enter the treasure house of literature and science. Whatever his fellowmen have done and recorded he can now learn by sufficient diligence of his own.

The difference between the part of education acquired within the family and that acquired in the school is immense, incalculable. The family arts and trades, manners and customs, habits and beliefs, have formed a sort of close-fitting spiritual vesture, a garment of the soul always worn and expressive of the native character, not so much of the individual as of his tribe or family or community. He, the individual, had from birth

been shaped into these things as by a mould—all his thinking and willing and feeling have been moulded into the form or type of humanity looked upon as the ideal by his parents and acquaintances.

This close-fitting garment of habit has given him direction, but not self-direction or freedom. He does what he does blindly from the habit of following custom and doing as others do.

But the school gives a different sort of training—its discipline is for the freedom of the individual. The education of the family is in use and wont, and it *trains* rather than *instructs*. Its result is unconscious habit and ungrounded prejudice or inclination. Its likes and dislikes are not grounded in reason, but are unconscious results of early training. But the school lays all its stress on producing a consciousness of the grounds and reason for things. I should not say *all* its stress; for the school does in fact lay much stress on what is called discipline—on habits of alert and critical attention, on regularity and punctuality, on self-control and politeness. But the bare mention of these elements of discipline shows that they too are of a higher order than the habits of the family, inasmuch as they all require the exertion of both will and intellect consciously in order to attain them. The discipline of the school forms a sort of conscious superstructure to the unconscious basis of habits which have been acquired in the family.

THE time has fully come when the director as an educational factor in our school system should be carefully studied, and something done for him.

THE teacher should teach the pupils to do, not what she wills because she wills it, but what is right because it is right.

ANSWERED.

Spirits are not finely touched,
But to fine issues. —Shak.

THIS question of "What knowledge is of most worth," was answered at Denver. President Nicholas Murray Butler, Ph.D., of Columbia University, N. Y., made this the theme of his address. We hope every teacher in the United States will read President Butler's answer to this important query.

He seemed to sweep the whole canopy of the intellectual heavens with clear, far-penetrating vision, and bring to us this conclusion.

He says: "If it be true that spirit and reason rule the universe, then the *highest and most enduring knowledge is of the things of the spirit*. That subtle sense of the beautiful and the sublime which accompanies spiritual insight, and is part of it, is the highest achievement of which humanity is capable."

IGNORANCE COSTS.

WHILE in Canada we sounded many intelligent people on the question of annexation. They do not want it. Our Government *costs* too much. Here is a fact. With a population of about 30,000,000, England gets along with thirty-two judges of the first-class, whilst Indiana with a population of about 4,000,000 has 178 judges altogether. How many judges has Illinois? How many judges has Missouri?

FOR the moral training of the young there is one qualification in the teacher which is absolutely indispensable—goodness.

MISSPELLED words and ungrammatical phrases are as intolerable in arithmetic as in grammar.

WEALTH OF THIS NATION.

I cannot sum up half my wealth.
—Shak.

HERE is an important and an interesting, practical lesson in geography, history and mathematics, and in patriotism, too.

We are not *poor* in this country when we come to compare our condition with that of other countries. We glean these facts from a recent article in the *North American Review*, by Mr. Mulhall, who stands high as a statistician in both hemispheres.

These important facts will be more thoroughly impressed on the minds of our teachers and their pupils, if expressed graphically on the blackboards, in something like the following manner:

The production of one farm hand, reduced to bushels of grain, equals in the
United States, 475.
United Kingdom, 228.

France, 188.
Germany, 118.
Italy, 115.
Austria, 97.

One American raises enough
to feed 250.

One European, 30.

A comparison of the number of letters written by each inhabitant of this and European countries is given below:

United States, 110.

Switzerland, 74.

Great Britain, 60.

Germany, 53.

Belgium, 49.

Holland, 40.

France, 30.

Austria, 24.

Italy, 16.

The annual expenditure for schools is, in the

United States:

\$156,000,000.

Great Britain,

\$48,000,000.

France, \$31,000,000.

Germany, \$26,000,000.

Austria, \$12,000,000.

Italy, \$7,000,000.

The United States spends for education about 25 per cent. more than Great Britain, France, Germany, Austria and Italy combined.

Eighty-seven per cent. of the inhabitants of this country over 10 years of age can read and write. No other country in the world ever before had 41,000,000 instructed citizens.

The wealth of this country is now 35 per cent. greater than that of Great Britain:

United States,
Great Britain,

This country is accumulating wealth at the rate of \$7,000,000 a day; and at this rate will have in the year 1900 a total wealth of \$90,000,000,000, or double what it had in 1880.

The United States has become the greatest nation in the world for schools, agriculture and manufactures. And the end is not yet.

NO VOTES.

His own opinion was his law,
In its presence he would say untruths.

—Shak.

WITH the small, self-elected, self-seeking element eliminated from the control of affairs in the N. E. A., and under the more intelligent administration of President Butler and Secretary Irwin Shepard, certain changes in the constitution of the N. E. A. have been made which will be likely to prevent in the future a repetition of the disreputable tyranny perpetrated by Canfield and Sheldon, at the St. Paul meeting.

The *School Bulletin* calls attention to this change as follows:

"Since President Canfield's ruling at St. Paul, it has been the accepted law of the Association that *the members have no votes*, all reports of committees being final. It was voted at Denver to divide members into three classes:

1. Full members, who pay not only the \$2.00 membership fee, but also, unless they have twice before been members, an enrollment fee of \$2.00, or \$4.00 altogether.

2. Associate members, who pay the \$2.00 and may on application receive the volume of proceedings, but who have no vote.

3. Honorary members, to the number of fifty, who must be Europeans of eminent reputation, and who pay no fees.

This takes away the privilege of voting from the floating members, who join the Association simply to get reduced rates on railroads, and will make popular vote practicable in the future. In fact it was permitted at Denver."

REPRESENTATION AT DENVER.

WE are proud to be able to again record the fact that the States where the AMERICAN JOURNAL OF EDUCATION has its largest circulation, sent the greatest delegations to the N. E. A. at Denver. Illinois led in the enrollment with an actual attendance of 1,495. Kansas followed Illinois with 1,171. Missouri was a good third with 1,113. Iowa came next with 1,086, and Colorado fifth recorded 1,080. Nebraska had 742 and Ohio 591. The total membership of the meeting was 11,239, which is by far the largest attendance ever attained. Of these the seven States noted above sent 7,278, leaving 3,961 for the rest of the United States. We are glad to see this great educational enthusiasm from the Mississippi Valley, and proud of the honors shown this section in the unanimous election of Newton C. Dougherty, of Peoria, as President of the Association for the next year.

MR. THEODORE ROOSEVELT, whose character and courage are well known, comes to the front as the champion of law and order. He says: "The American people will not ultimately sanction the systematic violation of law. I would rather see this administration turned out for enforcing law than see it succeed by violating law."

ALL evil and all good, all disaster as well as all prosperity, find their source in the education of the people.

PHILOSOPHY AND SCIENCE UNITE.

Virtue and that part of philosophy
Will I apply that treats of happiness.

—Shak.

THE closing statement of Dr. Nicholas Murray Butler, President of the N. E. A., as to "What knowledge is of most worth," we quote as follows:

"The actions of the lower animals are conditioned by sensations and momentary impulses. Man, on the other hand, is enabled to raise himself above fleeting sensations to the realm of ideas, and in that realm he finds his real life. Similarly, man's will gradually frees itself from bondage to a chain of causes determined for it from without, and attains to a power of independent self-determination according to durable and continuous ends of action. This constitutes character, which, in Mr. Emerson's fine phrase, is the moral order seen through the medium of an individual nature. It is a development in the life of the human soul. Freedom and rationality are two names for the same thing, and their highest development is the end of human life. This development is not, as Locke thought, a process arising without the mind and acting upon it, a passive and pliable recipient. Much less is it one that could be induced in the statue of Condillac and Bonnet. It is the very life of the soul itself.

"There is a striking passage in 'The Marble Faun,' in which Hawthorne suggests the idea that the task of the sculptor is not, by carving, to impress a figure upon the marble, but rather by the touch of genius to set free the glorious form that the cold grasp of the stone imprisons. With similar insight, Browning puts these words into the mouth of his Paracelsus:

"Truth is within ourselves; it takes no rise
From outward things, whate'er you may believe.

There is an inmost centre in us all,
Where truth abides in fullness; and around
Wall upon wall, the gross flesh hems it in,
This perfect, clear perception.

And, to know,
Rather consists in opening out a way
Whence the imprisoned splendor may escape,
Than in effecting entry for a light
Supposed to be without."

"This is the poetical form of the truth that I believe is pointed to by both philosophy and science. It offers us a sure standing-ground for our educational theory. It reveals to us, not as an hypothesis, but as a fact, education as spiritual growth toward intellectual and moral perfection, and saves us from the peril of viewing it as an artificial process according to mechanical formulas. Finally, it assures us that while no knowledge is worthless—for it all leads us back to the common cause and ground of all—yet that knowledge is of the most worth which stands in closest relation to the highest forms of the activity of that spirit which is created in the image of Him who holds nature and man alike in the hollow of His hand."

The Southern Illinois Teachers' Association.

THE fourteenth annual meeting of the S. I. T. Association, which was held at Metropolis City the last week in August, was one of the best educational gatherings ever held in Southern Illinois. The papers were all good, many excellent, and the discussions were lively and spirited.

The good people of Metropolis, and the teachers of Massac County, gave a royal welcome to the members of the Association. All who attended heard an excellent program and received rich entertainment.

The following officers were elected for the ensuing year:

President—I. A. Smothers, Effingham.

First Vice-President—J. E. Ramsey, Mt. Carmel.

Second Vice-President—Rose A. Marion, East St. Louis.

Treasurer—Robt. B. McKee, Benton.
Corresponding Secretary—Miss Minnie Ferrell, Carterville.

Recording Secretary—Mrs. J. J. Baker Mt. Vernon.

Executive Committee—J. E. Wooters, DuQuoin, Chairman; T. J. McDonough, R. R. Secretary, East St. Louis; Mrs. Winnie Gaskins, Harrisburg.

WE are indebted to the editor of *The Intelligence*, Lexington, Mo., for courtesies while on a visit to that city recently, which were greatly appreciated, and which we shall be pleased to have the opportunity to reciprocate.

The Great St. Louis Exposition

Will open this year on Sept. 4th and continue until Oct. 19th. The management are preparing many new attractions, and we can safely say that this year it will be better than ever. The railroads will make very low rates, and teachers and the older pupils should make a special effort to attend. That mysterious personage, King Hotn, and his retinue will give a daylight parade September 28th. This is one of the most unique attractions of the carnival seasons in St. Louis, and is grotesquely staged. October 7th to 12th, the world beater, the great St. Louis Fair, will be the chief attraction. On the evening of October 8th, His Majesty, the Veiled Prophet, and royal court will parade the principal thoroughfares of the city, followed by the famous ball, which is known throughout the land.

THE fundamental element in unification lies in teaching the child in such a way that he will be able to view ideas and processes in their relations to each other.

GIVE athletics their place, but help to make that place honorable and manly, thus helping us to give to the world what it so much needs—manly men.

To teach and to teach well is an art that requires as much practical experience and knowledge as is required in any other professional work.

St. Louis Notes.

THE Board of Directors of the St. Louis Public Schools held a very important meeting on August 13th, at which Superintendent E. H. Long was deposed and F. Louis Soldan, Principal of the High School, was elected Acting Superintendent. There were many charges and counter charges made against Supt. Long, but the Board was almost evenly divided, as the final vote of 11 to 9 would indicate. Ex-Supt. Long came to the St. Louis schools about 1868 or 1869, taking the Principalship of the Carr-Lane schools, and has been connected with the city schools ever since, the past fifteen years as Superintendent. At a later meeting of the teachers' committee, ex-Supt. E. H. Long was made Principal of the Peabody school. Mr. Wm. M. Butler, who is at present in charge of this school, has been promoted to Assistant Principalship of the High School. The salaries are the same for both positions.

Prof. F. Louis Soldan, Acting Superintendent St. Louis Public Schools, was born in Frankfort-on-the-Main, October 20, 1841, of which city his father was an official. He received his education in that city, prior to his departure from *Die Vaterland*, in 1863. He and his wife arrived in New York City in June, 1863, and came to St. Louis the same year to assist Mr. Theodore Plate in the conduct of a private school. Mr. Soldan succeeded Mr. Plate in the control of this school, and conducted it for four years. Next we find him hard at work in the St. Louis High School, after which he was made Assistant Superintendent of Public Schools, filling Mr. Berg's place after that gentleman had become incapacitated by sickness to fulfill its onerous duties. He was thus occupied during two years, succeeding which he was placed in charge of the Normal School, which position, together with that of the Principalship of the High School, he has held ever since. Dr. Soldan was at one time President of the N. E. A., is a well-known educationist, and possesses

excellent executive abilities, a fine tact and broad scholarship, all qualities that will help him to succeed in his efforts to unite the divided factions to the end that the schools' interests be promoted.

PROF. CHAS. L. HOWARD, formerly Principal of the Madison School, after spending several years in the schools of Montana and Utah, has returned, and accepted the position of Principal of the Columbia School. We are glad to have Prof. Howard back among us once more. He is one of the best teachers we have ever met, having the tact to arouse great enthusiasm among his pupils and cause them to do an immense amount of work. Having been under his instruction for one term in Southern Illinois some 18 years ago, we speak from experience.

THE St. Louis Society of Pedagogy will hold its first meeting the first Saturday in October. There will be sections of Pedagogy, Psychology, Ethics, History, Science and Art. Teachers not only of this city, but also of the surrounding cities and towns, should attend and enroll for the winter's work.

NEARLY all the public schools of St. Louis now have kindergarten departments, which take care of all children who have not passed far from the minimum age of 6 years. The others go into different grades, according to their proficiency.

All the books needed by pupils in the four lower grades are furnished free of charge by the School Board, upon application, and those for the higher grades are also furnished in cases in which it is certified that parents or guardians cannot meet the expense.

EAST ST. LOUIS.

The St. Clair County Teachers' Association will meet in East St. Louis on Saturday, Sept. 28th.

BOND CO., ILL., Teachers' Association will hold an interesting session at Greenville, Sept. 14th.

EDUCATIONAL THOUGHTS.

WERE the schoolmaster as noisy as a politician, or as visible as an orator, or as charming as an artist in a studio, the public would hasten to crown with laurels at least all those great in this calling; but they live and die in a world where those who lay the mighty foundations of a cathedral are forgotten, compared with those who carve its columns or design its colored glass. —David Swing.

BUSY lives, like running water, are generally pure. Nothing will do more to improve the looks than sunshine in the heart. Endeavor to keep your life in the sunshine—the shadows will catch it soon enough. A child's mind is often a piece of white paper upon which anything may be written. Don't blot it. Those who have the "best times" when they are young begin the soonest to nurse their rheumatism. Happy is he who has learned this one thing—to do the plain duty of the moment quickly and cheerfully, whatever it may be. If you want knowledge, you must toil for it; if you want food, you must toil for it; and if pleasure, you must toil for it. Toil is the law. Pleasure comes through toil, and not by self-indulgence and indolence. When one gets to love work his life is a happy one. Therefore learn to enjoy your work. "Triumph and toil are twins."—Ex.

HAVE an aristocracy of birth if you will, or of riches, if you wish, but give our plain boys from the log cabins a chance to develop their minds with the best learning, and we will fear nothing from your aristocracy.—Pres. James B. Angell, Univ of Mich.

"The Public Schools"

Is a monthly educational journal, containing well-selected matter for both teacher and pupil. Each issue has 36 or more pages devoted to our schools in which scholars find just what they need. Essays, book reviews, teaching outlined by our best teachers and the progress of education will be the contents of each issue. Its contributors embrace some of our best literary and most famous celebrities. Send for a sample copy. Subscription, 50 cents per annum. Address G. D. FREE, Clarksville, Te



MODERN EDUCATION.

BY WILLIAM M. BRYANT, M.A., LL.D.

VII.

BUT we have now to note further that in no case within the whole range of inquiry thus far outlined, is the mind called upon to consider *itself* or its own modes of activity. Of course no single step in science can be taken without these modes being called into play, and it is highly interesting to observe that while, at the one extreme of the group of sciences we have been considering, mathematics calls into play above all the deductive or analytical mode of mind—deriving particular aspects from more general forms—at the other extreme the biological sciences can be successfully preserved only through the predominance of the inverse process of induction or synthesis—through examination of particular forms, and tracing in them universal, comprehensive relations—relations which in fact identify one form with another in type or *kind*. In other words, while mathematics is essentially the science of *inference* in point of the *quantitative* relation involved in space-forms, the biological sciences are especially the sciences of observation—a fact which determines the character of the latter as pre eminently the sciences of *classification*.

It is true that no science is possible without one or another degree of observation, while classification is also involved at every step. But when observation becomes conspicuously predominant as the method; and when classification (that is, the clear compre-

hension of universal types and relations), appears as the central, ultimate aim of a science; and when further along with this, it is recognized that no single step in classification can be taken that does not involve the act of *naming*; when the student becomes clearly aware of all this, he cannot but feel himself very forcibly thrown back upon *himself*. For *naming* is nothing else than the objective, organic aspect of the formation of *concepts*. That is, naming is neither more nor less than the objective aspect of that vital process which, in its deeper import, consists in the defining of one's own mind in accordance with those universal characteristics or, thought-forms discovered as inhering in and constituting the very essence of everyone of a given group or series of objects. It is precisely in this way that particular objects come to be known as in their nature truly *universal*; that is, as having in *common* certain qualities through which they constitute more or less extended groups of units *identical* with one another in *kind*—i. e., identical in respect of their *typical or universal nature*. It is toward the more perfect comprehension of such types and of the universal relations involved in them, that all true education of the intellect, whether as learning or as teaching, is directed. It is, in short, nothing less than the vital process of recognizing the One in the Many, and the Many in the One—a process the significance of which seemed to Plato so great that he said if the man could be found who was able to show clearly the relation between the One and the Many, he would follow him as he would follow a god. Science, then, springs up from *within* as the regulated, explicit response of the created mind to the ceaseless, manifold stimulation it receives through its contact with the forms of its environment—the latter being, in truth (and let us

never weary of repeating it), nothing less or else than the space-filling modes of the self-manifestation of the ultimate Creative Mind. And this *response* is completed only through, because it consists in the unfolding of, the mind's own inherent *creative character*. The human mind must develop from within itself the object ve forms of its own intelligence. And of these forms, in their strictly intellectual aspect, the most adequate consists of words, of language—the subtlest, most direct creation of the human spirit.

But as thought is universal in its nature, so the forms in which thought gives itself direct objective reality must be universal in equal degree. And, further, since but one *kind* of mind is conceivable, it is evident that the thought of the creative mind, in so far as it is *true*, and as far as it extends, must be but a repetition of the Thought of the primal Creating Mind. And again, since the Creating Mind gives its Thought objective form in the infinitely various phenomena of Nature, and since, as a response to and reflection of this perfect Thought, human thought, *as such*, can give itself adequate expression only in words, it appears that the whole of what is called 'Natural Science,' is but the translation into human language of the divine Thought of which Nature is but the outer organic form. So that in its scientific aspect the education of the individual is but the process of his *intellectual self-adjustment to the thought-aspect of the divine World-order*. And here again we have a suggestion well worth noticing. If what has just been developed is really true, then it appears that to develop the ultimate science of *Thought* must be the same thing as to develop the ultimate science of *Things*. For the ultimate Laws of Thought must be the same, whether Thought itself

be expressed in human speech or in the things of the outer world.

Besides, in either sphere there must, from the very nature of thought, be *perfect consistency*. It is impossible to conceive the ultimate order of the World as less than perfect, or as less than perfectly consistent throughout the whole range of its realization. And on the other hand, to really think a contradiction is by that very fact to nullify one's sanity.

Take as illustration, a story familiar to us through our school readers: The scrupulously honest minister of finance, dizzy with overwork, is filled with dismay on discovering a vast deficit in his accounts. Hasty examination confirms the truth of his discovery. Up to this moment he could look into his own soul and read there with perfect assurance: "*Honest man.*" Now he sees written in his own ledger with appalling clearness: "*Dishonest man.*" Soul white—ledger black. Honest man—dishonest man; yet these two are one and the same man! With fingers tightly gripped between the jaws of his ledger, the minister proceeds straightway to the king. "Your Majesty, I have just made a grave discovery. One of your ministers is a defaulter in a very large sum. I am bound to advise your Majesty, for the good of the State, to have the defaulter placed under arrest."

Grateful Majesty offers his hand to so faithful a minister. "Who is this unfaithful servant?" Impossible to shake hands with Majesty at this moment! Jaws of the devouring ledger are forced open. "Be pleased to look here, your Majesty—I am the man!" A bitter moment for Majesty also! But the Law must have its course. Behind bolted doors the minister paces up and down in swiftly growing bewilderment. *Here* is that clear heart-record of his life; *there*

that fearful ledger-record of to-day! How can it be? Light fades. Nothing visible but devouring ledgers.

Nimble accountants quickly discover a mere mechanical error which, once corrected, proves the deficit to be imaginary. Majesty, immeasurably relieved, sends at once to have his minister released. Minister makes no response to the eager message—stares in strange fashion. Messenger, in alarm, hurriedly brings accountant with the ledger. "Here, sir, is your mistake. You said: 'Once one is *two*,' instead of 'once one is *one*.'" So easy in a moment of weariness to mechanically put down the *sum* instead of the *product*! A momentary gleam of light appears. "Ah, yes! once one is *one*."

For a moment the light seems to have permanently returned. In his soul he again sees the splendid record: "*Honest man.*" But the open throat of the ledger breathes a fatal mist into his face. Again he reads: "*Dishonest man.*" Once one is *two*. What a problem! What a solution! Honest man—dishonest man! Yet these two are one and the same man! And slowly, helplessly, hopelessly he repeats to the end of life: "Once one is *two*—once one is *two*." The impossible is the actual. He has really thought a contradiction, and that means *irrevocable insanity*.

Consistency, absolute freedom from contradiction—that, then, is the ultimate test of the validity of any and all real thought. It is the *one central Law of Thought*.

[*To be Continued.*]

TEACHERS should plan carefully for a course of professional reading. They should also read current literature, but no amount of reading and study of books will take the place of careful observation and study of the child. Have knowledge of good books, know thyself and know the child.

THOUGHTS ON DISCIPLINE.

BY CHAS. D. NASON.

NEXT to the mere knowing how to teach, there is nothing more potent than knowing how to govern. "How are you in discipline?" is a frequent question in teacher's examinations, and probably the one least satisfactorily answered. Much has been written on the subject both by teachers and those not in the profession, and their practice and theory forms a continual series from the semi-barbarous age when "to spare the rod was to spoil the child," down to the present custom in some schools where anything like discipline cannot be said to exist.

Not only is discipline of some sort very desirable, but it is the duty of the teacher to enforce it. Each pupil has the right to demand as much quiet in the school-room as is possible. and because these children do not choose to claim their rights is no reason in the world why the teacher should not look after their interests. Then, too, discipline is the great force through which the will is exercised. Blind obedience may not be conducive to development of will power, but in a rational system of training will be found a great motive force for the education of the will. Especially is this true of young pupils, and, for the most part, I think we are justified in saying that the best disciplined schools turn out the best scholars, who are also the best sort of men for a government like our own. The reason of this is very plain. There can be but a minimum of attention when the mind is distracted by noises in all parts of the room.

It is needless to say that the children who are put under our care are not criminals. The teacher has more to do with the petty faults of the class-room than with

actual crime. Yet it must not be lost sight of that the habits formed in the school-room are, in a large measure, going to mould the after-life of the child. The teacher can do more by shedding a moral atmosphere in her pleasant bearing toward her class than by keeping a continual rattle of complaint which wears herself out and is the real cause of the disorder for which her room is noted. The teacher who makes a nervous jump at the rattle of a slate and snaps out some rebuke, is the teacher who has the most rattling of slates and who has the most scolding to do.

When the teacher first comes before the class it is best not to allude to discipline until it becomes necessary, but when the necessity does come, as come it will, the teacher should be satisfied with nothing short of implicit obedience. To stop the work in hand and wait until the disorder ceases is sometimes a good plan. Then each one in the class takes the blame to himself if he has been open to suspicion. In waiting for a class to come to order, however, the teacher should be especially careful to preserve a calm exterior. When a teacher tries to bring a class to order and cannot suppress a smile, there generally results an uproar. Dignity on the part of the teacher goes a long way toward bringing the most refractory boy in the class to his senses.

It is a bad plan ever to punish a pupil before the class. If the offender is a high-spirited boy he tries his best "to come it over" the teacher, and oft-times he wins a victory. Even if he does not, no good has been done. He doesn't see his fault, possibly, or is not inclined to see it in its just proportions, and he goes back to his seat prepared to repeat the trick at the earliest opportunity. A private interview, properly conducted, would have had the desired effect. Then

the boy is not standing up before a class of admirers, and the influence of the teacher has full sway. You can reason with a boy in private and he will understand your conclusion, but before a class he is usually a skeptic as far as disciplinary matters are concerned.

As we come to the higher grades discipline, as such, should not be mentioned. If, through the lower grades, the manliness of the pupil has been relied on, this quality of his character should now have grown so that it may be wholly depended upon in governing him. However, there is nearly always some newcomer who hasn't been trained properly, or who has been considered incorrigible, who sheds his bad influence around and draws together his little coterie of malefactors. A change of seats, putting the ringleader in the midst of the most reliable pupils, will generally break up such cliques, or at least undermine their influence.

Although some of our greatest teachers have been poor governors, yet it is meet we set it down that when a lesson is well taught the amount of disorder decreases directly as the increase in the interest in the lesson. We cannot expect the pupils to do what we cannot do ourselves and yet think with how great an effort we listen to an uninteresting lecturer, and how hard the seats seem suddenly to have become and how interesting is the buzz of an erratic horsefly. So it is with children, if they are not interested anything else in the room is more likely to arrest their attention than the teacher. In the preparation of her lessons the teacher should aim at interest by telling anecdotes and appealing to the concerns of child-life, if for no other reason than that it is a powerful aid in maintaining discipline.

Another potent factor in preserving order in the school-room is the ventilation. When the air has

become sodden with the respiratory waste products of perhaps sixty pupils, the ability to concentrate one's attention is practically *nil*. The teacher becomes uninteresting to the pupils and her life a burden to herself, and she wishes the clock would move faster toward the hour of dismissal. The result is a nervousness on the part of the teacher and a fidgety rustle and rattle among the pupils. When this cause of disorder is recognized the only true remedy is to throw open the windows and devote a few minutes to light gymnastics. The refreshment resulting from such a course will doubly repay the time lost, and the health of the teacher and those taught will be benefitted. Of late there has been so much written on the subject of ventilation that the school boards have no longer any excuse for this evil, and the teacher should know some of the simple devices of window ventilation which to some extent prevent a vitiated atmosphere.

There is much to say about discipline. It is one of those subjects we cannot fathom. Every little act has its influence, and the general order is the sum of the influences thrown about by the character and bearing of the teacher before her class. In general, it may be said that an appeal to commendable pride and a prudent use of praise have the greatest influence. We cannot expect, and, indeed, it would pain us to see, an absolutely quiet school-room, for it would be a pretty sure index of complete mental inanition and lack of spirit, but what we *do* want, and what we can easily get, is a condition where mental acts can be carried on without interruption, and yet where there is a certain amount of freedom on the part of the pupils, so that they may exercise their own wills independently of the will of the teacher.

THE DUTY AND OPPORTUNITY OF SCHOOLS IN PROMOTING PA- TRIOTISM AND GOOD CITIZENSHIP.

[Extract from a paper read before the National Association at Denver, by Geo. H. Martin, Supervisor of Schools, Boston.]

A PATRIOT is a man who loves his country and is ready to fight for it. All our patriotic literature has the same ring, and so have the songs we sing. As a perpetual stimulus to this emotion, we have put the flag over all our school houses, and have taught our children to salute it. What does it all mean; and what is to be the outcome of it all? The practical question is: Shall this sentiment of patriotism be allowed to expend itself in mere effervescence, or shall its energy be transmuted into useful work? Shall men and women be ambitious to be themselves the fathers and mothers rather than sons and daughters of revolution? In a word, shall our people be willing to live for their country while they are waiting to die for it?

"To bring about this change will necessitate new standards of patriotism. We must move from the fifteenth century to the twentieth. Instead of class distinction embodied in the laws and customs we must see legal, social equality. And we must see that a great, independent nation will not have to fight over the old battles, but meet new enemies and call for new weapons. When we have come to know what these new enemies are, we shall realize that the work of patriotism is no longer a struggle with principalities and powers, but against spiritual wickedness in high places.

"Our work, therefore, in the education of the young for citizenship will be three-sided. We shall need first to get beneath the manifestations of patriotic emotions in the past to the essential and underlying principles. Next, we

shall need to show what are the peculiar perils of our country to-day. And, third, we must teach how these enemies are to be met and conquered; in other words, how the old spirit must manifest itself under the new conditions. It will be our business to teach that our foes are of our own household; that idleness, intemperance, luxury and extravagance may destroy a people, that a venal ballot and a corrupt judiciary may throw down in a night all the bulwarks of a good government.

"Wicked men on the bench may light their pipes with Magna Charta and the bill of rights and State and national constitutions, and combinations of men may make or unmake laws for selfish purposes, and under the guise of laws for the people the people may be oppressed. The twentieth century patriot, must be, first of all, of sound manhood. We must limit the two extremes in which two classes of our citizens develop—the overfed and the hungry and ragged idlers, both alike preying on the public.

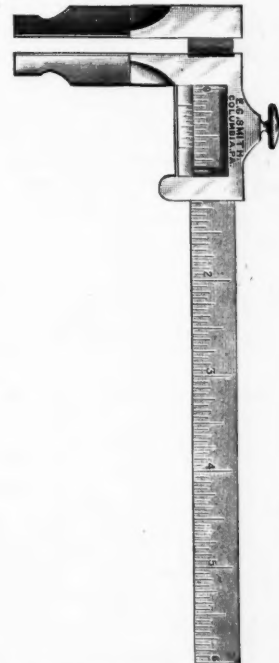
"Next the new patriotism will recognize in a substantial way the mutual obligations which grow out of the independence of men in society. Fair dealing must be its characteristic, and it must be shot through with the spirit of the golden rule. The whole industrial system to-day is practically in the hands of irresponsible agents. The new patriotism will penetrate to the core of this system and bring back to it the sense of personal responsibility which it has lost. By this standard will the patriotism of men be measured. Are they willing, for the public good, for the country's sake, to sacrifice private interests of time and money and thought; to sink partisan prejudices, and to unite with all other men similarly in-

clined in an alliance offensive and defensive for good government, business government? Will they vote? Will they go to caucuses? Will they take municipal offices? Will they serve on juries? Will they fight the saloon and gambling interest on their own ground? Will they fight the spoilsman in their own party? Will they demand and fight for it—first, last and all the time—clean men and clean measures?"

SOME USEFUL INSTRUMENTS.

Metric Vernier, Caliper and Spherometer.

WE herewith present a line of instruments which are no doubt new to many of our readers, although they have been in use in some of our leading institutions of learning for the last four years, where they are giving excellent satisfaction.



The metric Vernier Calipers are made entirely out of steel, and are graduated on one side in millimeter with vernier to read one-tenths of millimeter. These Calipers are

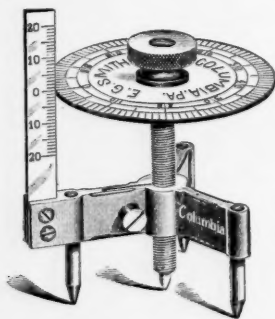
used extensively to instruct pupils in using the metric system, and at the same time explains the vernier system. In the physical laboratory they are convenient for measuring all kinds of work, their shape being very convenient for the different classes of work. Among the many advantages over other Calipers are the following :

Long jaws, giving large capacity, increased thickness of the jaws at the measuring surface, convenient for measuring glass tubing, etc.

The lower left hand projection on the sliding jaw, in order to handle Caliper with one hand.

The shape of jaws, being so constructed as to have maximum of strength with the minimum of metal, and thus giving the instruments a neat and not clumsy appearance.

They are also made to read inches or English measurement on one side. The ends of jaws have an offset which allows the Calipers also to be used for inside measurements.



This Spherometer fills a long-felt want in the physical laboratory, because the instruments which were heretofore on the market were either too high-priced or too delicate for students to use. The Columbia Spherometers are made in three different styles. The No. 55 is an instrument nicely finished for student's use. The screw is cut one thread to the inch, and the index plate is divided into 100 parts, so the instruments measure by



1-100th millimeter. The No. 60 has a good deal more work put on it, and is made very accurate, therefore making it somewhat more expensive than the other one. The No. 65 is an instrument which reads as fine as 1-1,000th of a millimeter, and is made very accurate throughout.

Mr. E. G. Smith, of Columbia, Pa., who manufactures these instruments, aims to furnish educational institutions with modern instruments at a reasonable figure, and teachers interested in anything in his line would do well to correspond with him and send for his illustrated circulars, which are quite interesting, showing a number of instruments that are used in the school-room and laboratory, such as scales graduated in milimeters and inches, Metric Micrometers, etc.

A SUNFLOWER STUDY.

BY BESSIE L. PUTNAM.

IF I were to ask for a description of the great garden sunflower, I would doubtless be told that the calyx consisted of two or three rows of green sepals somewhat shorter than the petals; that the latter are bright yellow, about three inches long and one-third as wide, and forty or fifty are found on each flower. If I should smile at this, and doubt your ability to count them, at least on short notice, you would possibly be a little indignant. But let us see.

How about the stamens and pistils? "Oh," you say, "the center is full of them. Who would think of trying to count so many?" Sure enough, yet I am inclined to think the petals are equally numerous. In fact, we have before us a flower

—or rather a flower cluster—constructed on a somewhat more complicated plan than those previously studied. One that was known to the older botanists as a *compound* flower, but is now designated as a *composite*.

If we separate the central parts within the golden disk we will find each composed of a small yellow tube terminating in five sharp lobes or points. Alternate with these lobes are five dark colored stamens, their anthers neatly and firmly united into a tube, within and ultimately towering above which appears the style with its two-forked, revolute stigma. Each division, then, of the central disk, is a perfect flower, hundreds of which are necessary to complete a single sunflower head. The corolla is usually of a light yellow. At its base is apparently the newly forming seed. What we see, however, is not the naked seed, but a dry *indehiscent* (non-splitting) case which encloses it. Such dry one-seeded fruits are termed *achenia*.

At the point of union between the corolla and achenium will be noticed two small chaffy scales and rarely two or more smaller intermediate ones. These are a modified calyx, and soon drop.

The outer row of florets is much more showy than those of the disk; instead of being tubular, they are strap-shaped or ligulate, seemingly formed by the splitting of a tube down one side. In some of the composites, these ligulate florets are fertile or perfect; those of the sunflower have neither stamens nor pistils, and are termed *neutral*.

Since they are provided with neither of the so-called essential organs, the question arises: For what purpose were they created? For show, some one suggests. I answer yes and no. Were the aesthetic quality of flowers devised solely for the enjoyment of man, the affirmative reply would need

no modification. But such is not the case. As has been before suggested in these columns, plants are in a measure dependent upon external forces for distributing the pollen from one flower to another in order to obtain the best results. Bees and blossoms have mutual interests, and may not the gay, golden banners fluttering in the breeze be imagined as having an inscription (legible to bees) bearing these words: "Fresh honey found here!"

In the dandelion the florets are all ligulate and perfect; in the white daisy, the ray flowers are pistillate, consequently capable of producing seed; those of the may-weed and cone flower are neutral, as in the sunflower; those of the golden rod and aster are fertile, and while the dandelion, chicory, hawkweed and others of the family are made more beautiful by being composed entirely of ligulate florets, the iron-weed, thoroughwort, thistle, etc., are all tubular. (What in botanical language is the transformation of a single into a double aster or marigold; that is, what parts are changed? Why do some double flowers produce little or no seed?)

The leafy *involucre* surrounding the entire cluster, and first mistaken for an individual calyx completes the floral appendage of what may be regarded as a type of the compositae, the largest family of flowering plants

JUSTICE HENRY B. BROWN, of the United States Supreme Court, in his address before the Law School of Yale University, said: "The country is threatened chiefly from three directions: Municipal misgovernment, corporate greed, and the tyranny of labor." We need more education among the voters to remedy these evils.

THE real practical teacher studies not only books and the child, but also the needs of the entire educational system.

FERN LIFE.

BY MRS. S. E. KENNEDY.

TAKE in your hand this pretty fern with the funny brown dots upon the back of the frond. Open your palm and shake the fern above it. Do you see that fine yellow powder? Touch it with your finger. Can you feel anything? No? Suppose you scatter some of it upon this white paper and open your pocket lens. There is not much to be seen, it is true, but turn your lens upon the dots upon the back of the frond. Shake it again. Do you not see that the powder falls from tiny cases which lie in little groups here and there along the frond?

Each of these little cases is called a *sporangia*, and a group of them *sorus*. You will usually find these *sori* either upon one of the little veins or at its end. Sometimes they are in round patches as in this specimen of the common polypod, sometimes along the edge as in the common brake. The beautiful California golden fern, a genus found in New England only in cultivation, has the *sori* arranged in lines along the entire length of the veins. In the dainty maiden hair we shall find them in detached groups along the margin of the fronds.

Some of these groups of fruit-dots are naked and some are covered with a thin membrane called an *indeistum*. Sometimes this is attached at the center and sometimes at one side. The *sporangia* of ferns differ so materially that the difference has given rise to five distinct orders. The largest is that of the polypods called *polypodiaceæ*. In this the cases are furnished with a stalk which runs into a ring which contracts when the spores are ripe, and, bursting, sends the powder flying in every direction. The other orders have each a method of their own, but the real development of a fern is nearly the same in all cases.

These spores, or particles of fern dust falling upon some damp spot, soon begin to generate new cells. These cling closely to each other and to the earth by means of hair-like roots. At this stage in their development the growths are called *prothallus* and are arranged upon each other something after the manner of the scales of a fish. Each of



THE SECRET OF BEAUTY of the complexion, hands, and hair, in thousands of instances, is found in the perfect action of the PORES produced by CUTICURA SOAP.

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these cells is filled with the green matter which gives color to all plants. With the aid of a strong glass we shall find here a set of organs which take the place of the stamens and pistils of ordinary flowers. These are called *antheridia* and *archegonia*. The central cell which is the point of fertilization is called the *rosphere*.

Here the true life begins. The roots are formed and shoot downward, while the leaf starts upward, and we may now watch at our leisure the peculiar growth of a fern. When it first starts from the ground each frond is a coil rolled inward and downward which gradually unfolds before our wondering eyes. I do not mean to say that as you stand watching you will see it perform this wonderful act, but I do say that if you select a certain fern and watch it carefully, you will be able to note rapid development.

"Have ye ever watched it budding,
With each stem and leaf wrapped small,
Coiled up within each other
Like a round and hairy ball?

Have ye watched the ball unfolding
Each closely nestling curl,
And its fair and feathery leaflets
Their spreading forms unfurl?

Oh, then most gracefully they wave
In the forest like a sea,
And dear as they are beautiful
Are these fern leaves to me."

MOOSUP VALLEY, R. I., July 15, '95.

PRAYERS for opening and closing Public Schools. Price 25cts. Address Rev. U. P. Heilman, Athol, Pa.



ST. LOUIS PRINCIPALS' EXAMINATION, JULY, 1895.

General History.

1. State an important fact in the life of each of the following persons: Aristides, Miltiades, Leonidas, Themistocles and Socrates.

2. Name five eminent Romans, and state some historical event with which each was connected.

3. Describe briefly the Feudal System.

4. State some of the important changes wrought by the Norman Conquest.

5. By whom was Magna Charta granted? State one of its provisions that has become an important part of our common law.

6. Write a brief account of the chief points in the life of Joan of Arc.

7. What three Sovereigns of England were the children of Henry VIII?

8. Give some account of the Battle of Waterloo, and state its effect upon the history of Europe.

9. Give some of the results of the Franco-Prussian War.

10. What causes have led to the "Home Rule" discussions in the British Parliament?

English Literature.

Write on three of the following subjects:

1. Shakespeare's Style.

2. Paradise Lost.

3. The Greatest Poet of Scotland.

4. Heroes and Hero Worship.

5. The Literature of the Commonwealth and of the Restoration.

History and Grammar of the English Language.

1. Give an account of the historical development of the English Language.

2. What relation does Anglo-Saxon bear to English? State as to the number and kind of English words derived from Anglo-Saxon. When was *its* the possessive of *it*, first used? What was previously used?

3. How does modern English differ from Anglo Saxon and Old English in

regard to inflections? What termination of the plural number of nouns was most common in Anglo-Saxon? Mention a noun whose plural is now formed with this termination.

4. What is a digraph? Give an example. What is meant by assimilation of consonants? Illustrate.

5. State the difference between a proposition and a preposition, and give illustrations. Tell how the progressive and passive forms of a verb differ, and give illustrations showing this difference.

6. Write a sentence containing an appositive and underscore the same. What is meant by an antecedent? Illustrate.

7. State the difference between an adverb phrase and an adjective phrase. Give an example of each, as used in a sentence, underscoring the same.

8. What is an indirect quotation? What is a direct quotation? Give an example of a direct quotation, and change it to an indirect quotation.

9. Define *dissyllable*. Give an example and tell how it differs from a monosyllable. Give an example of a compound word that takes the place of a clause. Use it in a sentence, underscoring the compound word, and state to what class of elements it belongs.

10. Analyze the following sentence: *Next to the illusion that money can confer happiness, is the illusion that the giving of money is the only form that practical helpfulness can take.*

Parse the words italicized in above sentence.

Natural Science.

1. What is *weight*? Explain the *lever* (simplest form).

2. What causes the "burning" of coal? What is meant by *zero* of temperature (centigrade)?

3. What is the difference between an *atom* and a *molecule*? What is *protoplasm*?

4. What relation has *bud*, *flower* and *fruit* to the growth of the *stem*? (e. g., in the peach).

5. What is the difference between *endogenous* and *exogenous* growth?

6. Explain *anabolism*; *katabolism*. Name a characteristic difference in *nutrition* between *plants* and *animals*.

7. What is the significance of *amphioxus* in modern zoology?

8. How does the *respiration* of a tad-

pole differ from that of a *frog*?

9. What relation has the *brain* to the *spinal cord*? What is the difference between *sensory* nerves and *motor* nerves?

10. What *senses* are supposed to be modifications of the sense of *touch*? *Why*?

Latin.

1. Translate.

(a) *Haec finis Priami fatorum; hic exitus illum*

Sorte tulit, Trojam incensam et prolapsa videntem

Pergama, tot quondam populis terrisque superbum

Regnatorem Asiae. Jacet ingens litore truncus,

Avolsumque umeris caput, et sine nomine corpus.

(b) *Ad hec Cæsar respondit: Se magis consuetudine sua quam merito eorum civitatem conservaturum, si priusquam murum aries attigisset, se dedissent; sed deditionis nullam esse conditionem, nisi armis traditis.*

(c) *Idem forte Via Sacra, sicut meus est mos,*

Nescio quid meditans nugarum, totus in illis;

Accurrit quidam notus mihi nomine tantum,

Arreptaque minu, "Quid agis, dulcissime rerum?"

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Mental Depression.

Nervous Dyspepsia.

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"Suaviter, ut nunc est," et cupio omnia quae vis."

(d) Sed sic, Scipio, ut avus, hic tuns, ut ego, qui te genui, justitiam cole, et pietatem. * * * Ea vita via est in coelum et in hunc coetum eorum, qui jam vixerunt, et corpore laxati, illum incolunt locum quem vides.

2. Give reason for case and mode of words italicised in 1.

3. Translate into Latin: He called the city Rome. He asked me what I had seen. When the sun had risen, he gave food to the soldiers. The King said he would save the city.

4. Decline in singular only, caput, mihi rerum. In plural, menu. Give synopsis of fero-active, 2d Sing.

5. Name three Latin authors of the Augustan age, and give a brief account of the character of their works.

6. Who was Catiline? Ariovistus? What were the Penates? The Kalends? The Cæsural Pause?

Science of Education.

Write an essay on "The Discipline in a Grammar School." Speak of any topic that you wish to select in connection with the subject, but embody the following topics in your essay:

- General aim of discipline.
- Value of Silence.
- Punctuality.
- Means of discipline.
- Report to the principal.
- Communications to parents.
- Ranking pupils in class.
- Suspension.
- Corporal punishment.
- How to deal with truancy.

Geometry.

1. How many circles can be drawn tangent to three intersecting straight lines? Prove.

2. If a straight line drawn from the vertex of any angle of a triangle to the opposite side, divides that side externally in the ratio of the other two sides, it is the bisector of the exterior angle. Prove.

3. From a given point without a plane, one perpendicular to the plane can be drawn, and but one. Prove.

4. A frustum of any pyramid is equivalent to the sum of three pyramids whose common altitude is the altitude of the frustum, and whose bases are the lower base, the upper base, and the mean proportional between the bases of the frustum. Prove.

5. If from a variable point in the base of an isosceles triangle parallels to the sides are drawn, a parallelogram is formed whose perimeter is constant. Prove.

6. The bisectors of the angle contained by the opposite sides (produced) of an inscribed quadrilateral intersect at right angle. Prove.

7. In any quadrilateral inscribed in a circle, the product of the diagonals is equal to the sum of the products of the opposite sides. Prove.

8. The area of a triangle is equal to the product of its three sides divided by four times the radius of the circumscribed circle. Prove.

Algebra.

1. Divide $6x^6 - 5x^5y^2 - 6x^4y^4 + 15x^3y^3 + 9x^2y^4 - 10x^2y^5 + 15y^5$ by $3x^3 + 2x^2y^2 + 3y^2$.

2. Find the factors of the polynomial $n^3 + 2n^2 + n$.

3. From $\frac{1}{1-x^2}$ take $\frac{1-x^2}{1+x^2}$

4. If A and B together can perform a piece of work in 8 days, A and C together in 9 days, and B and C in 10 days, how many days would it take each person to perform the same work alone?

5. Find the square root of $a^4 + 4a^3x - 6a^2x^2 + 4ax^3 - x^4$.

6. Find the value of x in the following equation:
 $mx^2 + mn = 2m nx + nx^2$.

7. What number is that which, being divided by the product of its digits, the quotient will be 3; and if 18 be added to it, the order of its digits will be reversed?

8. Find the value of x in the following:

$$\frac{a}{x} + \frac{a^2 - x^2}{x^2} = \frac{x}{b}$$

9. The difference between two numbers is 15, and half their product is equal to the cube of the lesser number; what are the numbers?

10. Divide $a^3 - a^2b^2 - a^2b + b^3$ by $a^2 - b^2$.

SILAS PETERS ON EDUCATION.

Believe in eddication, sir? Well, I jest guess I do.

I've seen too much o'how it works to take the other view.

I've seen how knowledge takes a spot that's sort o' cold and bare.

'Nd covers of it up with quite a nickel plated air.

I sees the difference every day 'tween eddicated folks

'Nd them as thinks it's nothin' but a fraud 'nd sort of hoax.

Why, right to home I sees it. There's my wife, she studied well

Not only how to read 'nd write, to cipher, 'nd to spell,

But she's an artis' likewise in a most uncommon way,

'Nd I believe to find her like you'd travel many a day.

For instance, she can knock a tune from our melodeon

As easy as a huntsman pulls the trigger of his gun.

I've seen that woman play a song with one note up in G.

'Nd then the next one came 'way down—as far I s'pose as Z—

'Nd not a bit of difference did it ever seem to make

If she had twenty-seven notes, or only one to take;

Her fingers they would hop about, 'nd all the needed keys

She'd seem to strike as easy, sir, as you or I could sneeze.

But best of all her talents is the way she decorates.

She'll make a lovely whatnot with two simple apple crates;

'Nd all the picture frames we have upon our parlor wall

She's made of colored maple leaves she'd gathered in the fall;

'Nd all our books, from almanacs to Doctor Browne on Hope,

She's got in cases that she's built of boxes made for soap.

The organ stool she uses when she sets her down to play

Ain't store made as you'd think, but jest a stump she found one day.

She's covered of it up with cloth all trimmed with fringe and stars,

'Nd set a cushion on the top. 'Nd all our giner jars

She sort o' paints in gewgaw style, with dragons in a fight;

'Nd when she sets'em round the house they makes a pretty sight.

I tell ye, sir, it takes a gal that knows a fearful pile

To take a lot o' common things 'nd give 'em such a style

They seem to be worth having, 'nd my wife she does all that—

I've seen her make a basket of a busted beaver hat.

It's eddication's done it, 'nd if my kids isn't fools

I'll see they gets as much of it as there is in the schools.

—Harper's Magazine.



A WORD.

BY BETH DAY.

Once a little girl I know,
Said a little word;
Whispered it so very low
Just one person heard.
And that person told it o'er,
Just to one or two,
Adding to it one word more,
As so many do!
And at once the two that heard
Told it in a crowd;
Each one adding one more word
Told it quite aloud!
Straightway every one that heard
Shouted loud and clear
'Till the hapless little word
Floated far and near.
Then the maiden raised her head,
She was very glad
That the little thing she said
Wasn't something bad!

—Selected.

BOUND TO DO IT.

(For a little boy who lisps or is otherwise slightly affected in speech.)

I'm going to speak my piece,
And I don't care whether you like
it;
I mean to hold my color up,
And don't you think I'll strike it.
My piece may not be fine—
You may not understand it,
But I do, though, and that's enough;—
You see I'm very candid.

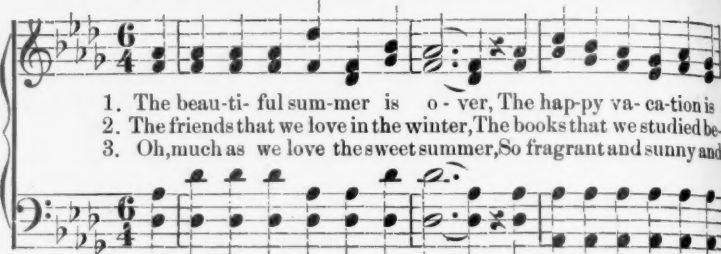
The other boys who've talked,
Of course did very well, too,
But when they've heard me speak,
They'll be ashamed, I tell you.
I think I've said enough—to keep
From laughing you're all trying—
But I am sure if you stood here,
You'd very soon be crying.

—Thos. F. Wilford, A. M., in *Normal Instructor*.

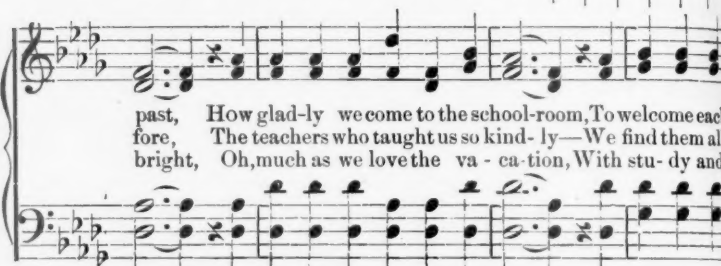
SCHOOL DAYS HAVE COME AGAIN.

Words by KATHIE MOORE.

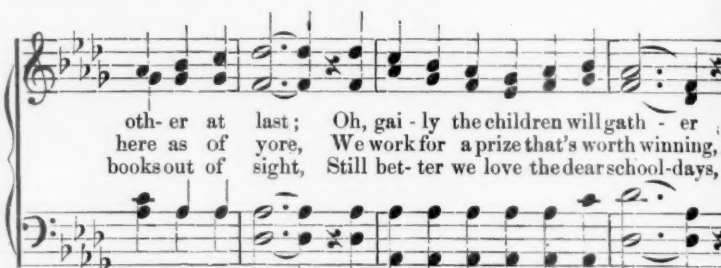
Music by E. BOECKEL.



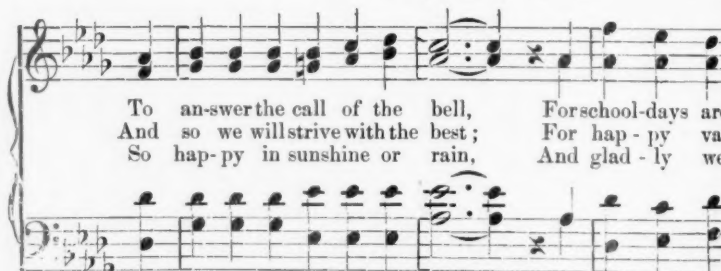
1. The beau-ti-ful sum-mer is o-ver, The hap-py va-ca-tion is
2. The friends that we love in the winter, The books that we studied be-
3. Oh, much as we love the sweet summer, So fragrant and sunny and



past, How glad-ly we come to the school-room, To welcome each
fore, The teachers who taught us so kind-ly—We find them all
bright, Oh, much as we love the va-ca-tion, With stu-dy and



oth-er at last; Oh, gai-ly the children will gath-er
here as of yore, We work for a prize that's worth winning,
books out of sight, Still bet-ter we love the dear school-days,



To an-swer the call of the bell, Forschool-days are
And so we will strive with the best; For hap-py va-
So hap-py in sunshine or rain, And glad-ly we

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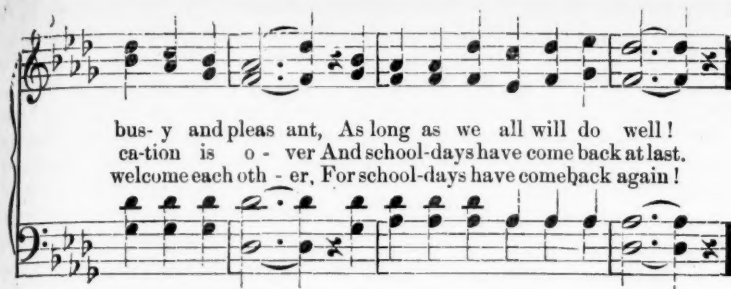
FOR MEMORIZING.

My son, be this thy simple plan:
Serve God and love thy brother man;
Forget not in temptation's hour,
Than sin lends sorrow double power;
Count life a stage upon thy way,
And follow conscience, come what may;
Alike with earth and heaven sincere,
With hand and brow and bosom clear,
"Fear God, and know no other fear!"

FOR WHAT I LIVE.

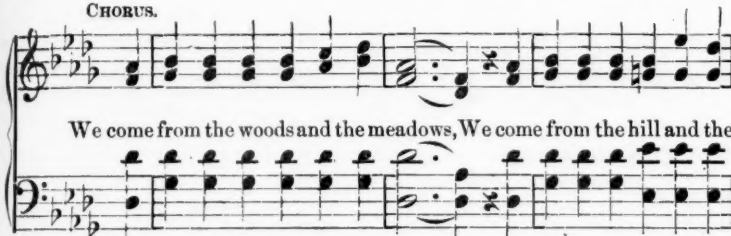
I live for those that love me,
For those who know me true;
For the heaven that smiles above me,
And awaits my spirit too,
For the cause that lacks assistance,
For the wrongs that need resistance,
For the future in the distance,
And the good that I can do!

—G. L. Banks.

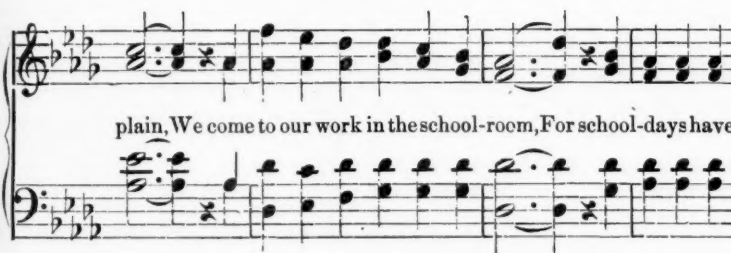


bus-y and pleas ant, As long as we all will do well!
ca-tion is o - ver And school-days have come back at last.
welcome each oth - er, For school-days have come back again!

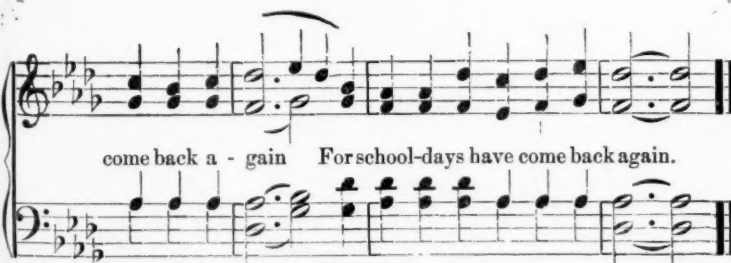
CHORUS.



We come from the woods and the meadows, We come from the hill and the



plain, We come to our work in the school-room, For school-days have



come back a - gain For school-days have come back again.

Because you flourish in worldly affairs,
Don't be haughty and put on airs,
With insolent pride of station!
Don't be proud and turn up your nose
At poorer people in plainer clothes;
But learn for the sake of your soul's re-
pose,
That wealth's a bubble that comes and
goes!
And that all proud flesh, wherever it
grows,
Is subject to irritation.

—John G. Saxe.

COMING SPRING.
Buttercups and daisies,
Oh, the pretty flowers!
Coming, ere the spring time,
To tell of sunny hours.
While the trees are leafless,
While the fields are bare,
Buttercups and daisies
Spring up everywhere.

—Mary Howitt.

If hindrances obstruct thy way,

The magnanimity display,
And let thy strength be seen;
But O, if fortune fills thy sail
With more than a propitious gale,
Take half thy canvass in.

—Horace.

WHICH IS THE BETTER WAY?
Suppose your task, my little man
Is very hard to get,
Will it make it any easier
For you to sit and fret?
Then wouldn't it be wiser
Than waiting like a dunce,
To go to work in earnest
And learn the thing at once?

—Phoebe Cary.

THE MOTTO TO WEAR.

The proudest motto for the young—
Write it in lines of gold
Upon thy heart, and in thy mind
The stirring words unfold;
And in misfortune's dreary hour,
Or fortune's prosperous gale,
'Twill have a holy, cheering power,
"There's no such word as fail."

WHO IS IT?

I know a child, and who she is
I'll tell you by and by,
When mamma says, "Do this" or
"that"
She says, "What for?" and "Why?"
She'd be a better child by far,
If she would say, "I'll try."

Let us then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

—Longfellow

Nothing useless is or low,
Each thing in its place is best,
And what seems but idle show
Strengthens and supports the rest.

—Longfellow.

Trust no Guture, howe'er pleasant;
Let the dead Past bury its dead;
Act,—act in the living Present;
Heart within, and God o'erhead.

—Longfellow.

Many teachers are arranging a sys-
tematic course of study this winter. The
Michigan Correspondence Normal School
affords an excellent means by which
great advancement can be made in this
manner. See their advertisement in
another column, and write for their
terms, etc.



PRIMARY.

(The following excellent primary work is from Trainer's Lesson Leaf.)

Reading—First Year.

In the country school it will be best to consider quite candidly short sentences, as A boy. The dog runs. I see a box. My hat is black. A white cat, &c. Continue in this way, until fifty or a hundred words have been taught. This will take from one to three months. You will find it best to thoroughly teach from the blackboard, all the words on two or three of the pages of the reader used in the class; instead of there being fifty or a hundred words, there are but twelve or fifteen; on these pages there are some good pictures of well-known objects; they offer you an excellent opportunity to combine assistance of the pictures, object and word, to make the conception graphic in the minds of the learner. Do not permit the pupil to attempt to read until he can pronounce the words used at sight and in any position whatever. Use all your ingenuity to secure the quick recognition of words. Hewett says in his pedagogy, "The first work of a child in learning to read is to learn to translate the printed or written signs—to associate the symbols that appeal to the eye with the words that appeal to the ear. Whatever aids in this association is helpful—anything else is a hindrance."

Remember this, that the youngest reader frequently uses many words of two or more syllables, and he learns to know them at sight, in print quite as readily as short monosyllables.—Franklin First Reader. It is well to construct some sentences with these words in connection with those already known. It will give the child strength and confidence in himself.

Train the child to see the entire sentence, as he sees a word, as a unit, before he tries to speak it. (Read) create clear mental pictures of what he reads; this will correct faults in reading.

Just before reading, drill the pupil from the board upon a review of words found in the lesson. This is absolutely necessary to entire success. Do not get the impression that you must read from the book in every recitation. You must lay the foundation by securing a familiarity with words.

We quote from White's Pedagogy as follows:

1. First steps in reading.
 1. Words as wholes.
 - a. Concept or idea represented—objective.
 - b. Words as sounds.
 - c. Words as forms—script or print.
 - d. Writing words—script or print.
 2. Words in combination.
 - a. Groups of phrases.
 - b. Sentences.
 - c. Paragraphs.
 3. Word analysis.
 - a. Words as sounds—phonic.
 - b. Words as forms—letter.

NOTE.—The arrangement is ours.

Mr. White terms the above analysis the Union Method, since it unites the word, phonic, letter, objective and in a limited sense, the phonetic methods.

1. Why free the child from the embarrassment of his surroundings? 2. Would you place the words upon the board in the presence of the child? 3. Why? 4. Why allow no printing by the child? 5. Why teach adjectives after the names of objects? 6. Why take the words from the reader or primer to be used? 7. Why train the pupil to see the entire sentence as he sees a word? 8. Why not speak it before he sees it in its entirety. 9. Why secure a clear mental picture before attempting to read? 10. Why use the "conversational manner?" 11. Should playing with sticks, pencils, etc., without some definite aim in view be tolerated? 12. Why not allow pupils to read so long as there is a word in the lesson not yet mastered? 13. Why use collateral reading before completing the reader? 14. How cultivate the ear? 15. Do you agree with the statement that, "at the end of four months the alphabet can be completely mastered?" 16. Why teach the marks in the order named in the reader used? 17. What does Hewett mean by "trans-

late the written or printed signs?" 18. What does he mean by the last sentence quoted in his text? 19. Are you obeying this fundamental principle so far as your ability permits? If not, why not? 20. Does Hewett thus endorse a variety of good and wholesome methods, or does he condemn them? 21. Why drill the pupil upon words likely to be mispronounced before he reads? 22. Would you have him find them in the text before reading? 23. Why does White say words as wholes; in combination and analysis. 24. After a careful study of his analysis, and a practical application of its order of arrangement, would you interchange any of the topics? 25. Why does White term it the Union Method.

Silence is deep as eternity; speech is shallow as time.—*Carlyle*.

Spelling—First Year.

Combine, in a study of what is said about recognizing words under the head of reading, with the whole course in the first year's work. Teach spelling from the use of correct forms of words. Let every lesson be more or less one of spelling in this grade.

We quote from Swett's Method as follows:

Make a judicious combination of oral spelling and written exercises. Oral spelling secures correct pronunciation, and awakens a keener interest in the pupil; written spelling is the more practical, but it is apt to become wearisome if carried on exclusively.

Train primary pupils on short lists of the names of common things.

In oral spelling excite a spirit of emulation by allowing pupils to win rank in line by "going up" when they spell a word that has been missed.

Allow pupils at least once a week to choose sides and have a spelling-match.

In written exercises, after the slates are corrected, require pupils to re-write their misspelled words.

Require pupils to pronounce each word before (or after) spelling it.

In oral spelling, require pupils to divide words into syllables.

We quote from Hewett as follows:

The child forms the habit of looking at words in their parts—of taking cognizance of the letters that make up a

written word at the time he learns the word. Why is not his sight as truly trained in analyzing a word as in analyzing a flower?

If the plan of learning to spell every word as the word is acquired is kept up in all the pupil's course, as it ought to be, he will be able to spell all the words in his vocabulary. He has no occasion to spell others.

We quote from "How to Teach a Country School," as follows:

The use of blackboards is better than books or charts in teaching beginners to read and spell. The words and sentences made by the teacher's hand are similar to the words spoken by the voice; the children are more easily interested and enlisted by one word or sentence on the board, than by whole pages of printed matter. The words can be written in every order quickly erased, and re-written, thus bringing out the perception and memory of the little ones.

Arithmetic—FIRST YEAR.

I. Exercises on the pure number, always using objects for illustration:

a. Measuring (comparing) the number with each of the preceding ones, commencing with one, in regard to addition, multiplication, subtraction, and division, each number being compared by all these processes before the next number is taken up for comparison.

b. Practice in solving the foregoing examples rapidly.

c. Finding and solving combinations of the foregoing examples.

II. Exercises on examples with applied numbers.

Here is the skeleton, or

FIRST STAGE.

(Treatment of the number one).

"As arithmetic consists in reciprocal measuring (comparing) it cannot commence with the one, as there is nothing to measure it with, except itself as the absolute measure."

1. The abstract (pure) number.

One finger, one line; one is once one.

The pupils learn to write:

1 1

1 $1 \times 1 = 1$

1. The applied number.

What is to be found at once, in the room, at home, on the human body, etc.

SECOND STAGE.

(Treatment of the number two.)

I. The pure number.

a. Measuring (comparing).

1 1 2 $1 \div 1 = 2$

1 1 $2 \times 1 = 2$

1 1 $2 \div 1 = 1$

$2 \div 1 = 2$

$\frac{1}{2}$ of 2 = 1

2 is 1 more than 1. 1 is 1 less than 2.

2 is the double of 1, or twice 1.

1 is $\frac{1}{2}$ of 2.

b. Practice in solving examples rapidly.

c. Combinations. What number is combined twice in 2? Two is the double of what number? Of what number is one $\frac{1}{2}$? Which number must I double to get 2. I know a number, that has one more than one, which is it? What number have I to add to 1 in order to get 2?

II. Applied numbers.

Fred has two dimes, and bought cherries for one dime. How many dimes had he left?

A slate pencil costs 1 cent. How much will two slate pencils cost?

Charles had a marble, and his sister had twice as many. How many did she have?

How many 1-cent stamps can you buy for 2 cents?

Carry these exercises as far as needed.

Physiology and Hygiene—SECOND

YEAR.

Repetition is the hammer that welds the chain of habit.—Joseph Cook.

We know of no better way to teach this subject than to make up brief outlines on the board with the idea of a composition uppermost in the mind. Suppose you desire to have your pupils study the first topics named in the course for this grade; your blackboard would present an appearance somewhat like the following:

I. Parts of Body.

1. Bones.

a. Give strength.

b. Are levers.

c. Give shape.

d. How to keep in shape.

2. Flesh.

a. Fat and its uses.

(Hibernation).

b. Lean and its use.

(Arrangement).

3. Skin.

a. Two layers and uses.

b. Nails and Hair.

(Appendages).

There is enough in No. 1 for a lesson, thus making three lessons from the Parts of the Body with the subject of bathing for a fourth topic.

We have had more success by thus arranging the topics for the explanation, then requiring the class to write the subject. Very small children will soon get anxious for this exercise and take delight in writing out what they know about this subject. The instructor should be cautious and use language adapted to the capacity of the child at all stages; indeed he should always talk in a vocabulary below the grade he wishes to instruct. The teacher should talk slowly and deliberately, asking individual questions from time to time in order to hold and interest the weaker ones. From three to four minutes is long enough for this talk. When he has concluded, the class should at once begin to write (the preparations having been made previously). Not more than eight or ten minutes work should be outlined, and the teacher should at first supervise it, but when the requirements are well understood, he should call another class (country schools) and proceed with the recitation, closing in time to prevent no idleness on the part of those who have completed the composition. Those who have written may be called to the recitation and be required to read, either from exchanged manuscript, or from their own. While the individual is reading all should be required to listen for the purpose of improving the language, vocabulary, etc.

Is the quotation from Cook literally true? Explain. If true, then, are you afraid of "cramming," so called? What are some of the advantages of a good logical outline in teaching? What is the principal advantage of a good outline in composition work? Should composition begin in the first reader grade? Should it run all through the course? Why use language below the grade taught? Why short exercises at this stage? Should any exercise be lengthy? When you desire a long lesson (any grade) would you have two class exercises for the day? Fortify yourself so as to defend your position? Why call the class in composition again? Will such work improve language? Will it improve the analytical scope of the mind?

"I'll never forget my mother's pies,
He said with fond regret,
"I ate one whole when I was six,
And haven't got over it yet."

GRAMMAR GRADES.

First Month's Work.

SUBJECT, THE NOUN.—1. Noun (classes). 2. Proper and common. (The Proper noun has no sub-classes) 3. Common, (sub-classes) 4. Collective; 5. abstract; 6. Verbal, and 7. Class. Properties—Modification, (or Inflection, owing to author studied). 8. Person; 9. first; 10. second; 11. third. 12. Number; 13. singular and 14. plural. 15. Gender; 16. masculine; 17. feminine; 18. common, and 19. neuter. 20. Case; 21. nominative, 22. possessive, and 23. objective.

NOTES ON PERSON.—1. A noun of the First person is found in no other construction than that of apposition with a pronoun of the first person, and in the nominative absolute by subscription.

2. A noun of the Second person can have but two constructions—apposition with a pronoun of the second person; and nominative absolute by direct address.

NOTES ON NUMBER.—1. Nouns form their plurals in two ways, viz: (a) By inflection (suffixing *s* or *es*); (b) by radical change (by a modification of the vowel sound of the singular).

Refer all the different ways used by your author, to the one or the other of the preceding. Study all the notes carefully and classify each example given under its proper division.

NOTES ON GENDER.—Caution, do not confound gender with sex; remember, we parse nouns not objects. Study the three different ways of distinguishing the sex very carefully and extend the list given by your author. Treat such words as author, doctor, engineer and writer, as masculine or feminine, as the case may be.

NOTES ON THE NOMINATIVE CASE:—Try to understand what is meant by the nominative dependent, the nominative absolute and the nominative independent. Subordinate terms used in the study of the nouns: (i) Dependent construction; as 1. The subject of a finite verb; ex. "God loves the world." 2. The complement of a copulative verb; ex. "That man is a farmer."

NOTE.—This does not apply to the complement of a participle whose subject is nominative absolute, or the complement of an infinitive whose subject is objective; ex. Smith being a merchant, we employed him. "We want Smith to be a teacher." Here merchant is nominative absolute, and teacher is objective,

each agreeing in case with the subject of the copula it completes; excepting, when the subject of a copulative participle is possessive, the complement is nominative. 3. In apposition; ex. "James, the lawyer, is sick." "We saw John, the teacher." A noun in any case may have a noun in apposition with it.

II. Independent or absolute constructions, as, first, a noun is in the nominative absolute, (a) by direct address; ex—"William, shut the door;" (b) by exclamation; ex—"Gracious!" (c) by pleonasm, (the use of a noun before a sentence referring to it) ex—"Our fathers, where are they?" (d) by inscription, (including all subscriptions and superscriptions), ex—"Trainer's Lesson Leaf;" (e) with (subject of a participle; ex—"The train having left us, we must walk home;" (f) in apposition; ex—"McDavid, the student, having completed his work, enrolled at the institute."

NOTES ON POSSESSIVE CASE.—The possessive case has two constructions; 1. The ordinary use, to limit a noun of different signification, ex—"Mary's doll," etc. 2. The occasional use to limit a noun of the same signification (apposition), ex—"Her majesty, Queen Victoria's government."

The best usage sanctions the form, James's, Dennis's, Louis's, Charles's, etc., for without the "s" there would be no distinction in spoken language, between the singular and the plural.

The subject of a participle is usually in the possessive case, ex—"The writer's being a school is not doubted." No one ever heard of the Lesson Leaf's failing to give satisfaction."

NOTES ON THE OBJECTIVE CASE.—1. A noun used as the subject of an infinitive is in the objective case, when it is not also the subject of the finite verb on which the infinitive depends, ex—"She wanted John and me to leave." "She desired her and her brother to help us." "We heard him say it." See No. 2. and note under dependent construction; study the exception, then study these examples in the objective; ex—"He expected me to be a preacher." "He wanted John to become a Mason." "We thought Jane to be you."

II. Objective construction; 1. Object of a transitive verb; ex—"The teacher struck the boy." 2. The object of a preposition; ex—"The Lesson Leaf was first conceived in 1881." 3. The subject of an infinitive; ex—"We want

the Lesson Leaf to go to all progressive schools." 4. The complement of an infinitive copula whose subject is objective; ex—"The publisher of the Lesson Leaf desires it to be a welcome messenger." 5. In apposition; ex—"I saw Brown, the stock-broker." 6. By pleonasm; ex—"Consider the Lesson Leaf, how valuable it is."

Many Grammarians treat of a direct and indirect object in such a way as to confuse the student, as in the following: "She gave the boys a book." "Give him your pencil." "She made the girl a dress." "I asked the boy his name." "I sent my friend a present." We think it best to parse these indirect objects as the object of some preposition, usually to or for as one is clearly implied or understood.

FORM OF PARSING.

For the purpose of uniformity and for future work in analysis, we must insist upon all our students using the parsing form here presented. In school work, it is none of our business, but do you not owe yourself and your pupils a relief from the drudgery occasioned by the old parsing forms? Why not adopt this, or some other equally short form? We parse a few nouns to illustrate the form desired.

My father sent John to school.

c. n.	p. n.	c. n.
3d p.	3d p.	3d p.
s. n.	s. n.	s. n.
m. g.	m. g.	n. g.
n. c.	o. c.	o. c.
"sent"	"sent"	"to"

Rule I. Rule IV. Rule V.

Note that the abbreviations are the initial letters of the inflections (modifications or properties), that the word quoted is found in the sentence above, one as the finite verb, the other as the governing preposition; the Roman numerals refer to the number of the rule given by the author most used by the writer. The student should substitute the numbers given by his author.

The oral parsing would then read, father is a common noun, third person, singular number, masculine gender, nominative case. The subject of the verb, sent, according to Rule I; the subject of a finite verb is always in the nominative case.

Parse the nouns in the exercises given by your author, then parse those found in the following sentences:

"Boatman, do not tarry." "The Cæsars were a mighty family." "Trainer's Lesson Leaf, a journal for the schools and the student, has more real help for the class of persons than any other journal in existence." "Your club beats ours every time it tries." "Seven or eight swarms of bees came from the apiary." "The saints proclaim thee king." "And God called the firmament heaven." "Make yourself master of your profession." "And Simon, he surnamed Peter." "He gave me a dollar." "I was given a dollar." "I was shown the very letter." "Friends, Romans, countrymen, lend me your ear." "The bishop of Dublin's palace was burned."

When the preceeding is thoroughly understood, go through the sentences given in our examples of construction, and parse each noun. If you do not agree with us, please write us quite fully, citing your authority, or reason for so doing. This work is to make you better posted, and for that reason we want to know where your troubles lies; we cannot undertake to answer all of you, but we can find out your needs and thus generalize the outline so as to do the most good to the greatest number.

FIRST STEPS IN ANALYSIS.

Define all terms below.

Elements (principal and subordinate) subject, (simple and complex) predicate, (simple and complex) copula, attribute; sentence, (principal and subordinate) proposition, (simple, complex and compound) as to use, (declarative, interrogative, exclamatory and imperative).

Now, practice finding the illustration of all preceding terms, as found in your text, then go through the exercise and draw two lines under the simple subject and the simple predicate of each sentence, and one under the complex subject and the complex predicate. Thus: Turner, the teacher, lives in Ellsworth.

The teacher who reads the Lesson Leaf will succeed when he has mastered its theories.

FINAL REVIEW TOPICS.—I. Four subclasses of the common noun and definition of each. 2. Illustrate how proper nouns may become common nouns and vice versa. 3. Give all the ways in

which plurals are formed. Illustrate each by a good example. 4. How about the gender of collective nouns? 5. Ditto a predicate noun. 6. What is apposition? Find a noun in apposition in each case. 7. What is pleonasm? 8. Illustrate the noun absolute with a participle. 9. Formation of possessive singular and plural. 10. Illustrate the objective case without a governing word. 11. When is the subject of an infinitive, objective? 12. When is it nominative? 13. Give all the rules for case. 14. What can you say about the passive voice being followed by an objective? 15. Tell all you can about the so-called indirect object. 16. About verbs governing two objects. 17. The complement of the copulative verb is in what case? Explain. 18. Illustrate every term concerning analysis in the preceeding. 19. Be sure to understand sentences as to use and form. 20. Finally, search out all the difficult constructions of the noun in your author.—Trainer's Lesson Leaf.

Who, Which, or That.

COPY the following sentences, filling the blanks with words WHO, WHICH, or THAT, as may be required:

He met a man—pointed out the right way.

I have written in my own words the story—you told me.

The calyx is that part of the flower—holds the corolla.

Those—read poetry find beautiful thoughts.

The petals of a flower are the colored leaves—that make up the corolla.

A quadruped is an animal—has four legs.

An animal—has two legs is called a biped.

Animals—eat flesh are called flesh-eating, or carnivorous, animals.

The teacher loves those children—do their best.

James found a snail's shell—had five whorls.

Jane holds in her hand a flower—has five stamens.

The flower—I like best is the rose.—Sel.

WORDS TO USE AFTER *is* AND *was*.—The following sentences are correct:

1. Was it *he* who spoke to *me*?

2. It was *I* who spoke to *him*.

3. Is it *she* who is talking to *us*?

4. It is *we* who are talking to *her*.

5. It is *they* who are to blame and I blame *them*.

Complete the following sentences with one of the words in italics in the first five sentences.

1. Who is there? It is—

2. Is it—that you wish to see?

3. I knew it was—because I saw—

4. Do you think it was—? No, it was—

5. It is—who were speaking to—

6. Did you call—? No, it was—that called you.

7. Who is there? It is only—You need not be afraid of—

8. That is my mother. I know it is—I hear—calling.

9. Father, was that you? Yes, Charlie, it was—Come to—

10. Who sang "Home, Sweet Home?" It was—and—who sang it.—Selected.

OUTLINE SKETCH OF COLUMBUS.

BY HANNAH FLETCHER.

I. His Times.

1. Fifteenth century.

2. State of geographical knowledge.

A. General belief that the earth was flat.

B. Compass and astrolabe just invented.

C. Invention in printing had created an interest in books of travel.

D. The great problem of finding an easier method of transportation of goods from India.

II. Birthplace, Parentage, Childhood and Youth.

1. Born in Genoa, Italy, in 1435.

2. Father a poor man. A wool comber by trade.

3. At ten years of age sent to school to learn navigation.

4. He studied diligently and learned to draw maps and charts.

5. At fourteen became a sailor.

III. His Idea for the Solution of the India Problem.

1. He believed that the world was round.

2. That by sailing west he would reach India.

3. Facts which led to this belief.

A. The books of the old Grecian geographers who had thought that the world might be round.

- B. The finding of curiously carved wood, strange trees and bodies of two men of strange color which had been washed by westerly winds upon the shores of the Azores, Madeira and Canary Islands.
- IV. *His Efforts to Confirm His Belief.*
1. At the Court of Portugal.
 - A. Proposition at first favorably received by King John.
 - B. King John's treachery.
 2. At the Court of Spain.
 - A. Long delay caused by,
 - I. Wars with the Moors which occupied the attention of the monarchs and made the treasury fund low.
 - B. Final victory.
 - I. Caused by the intervention of the monks.
- II. *Queen Isabella's Offer.*
3. Fitting out the expedition.
 - A. Difficulty to obtain sailors.
 - B. Finally 120 men and 3 ships procured.
 4. Starting on the voyage, Aug. 3, 1492.
 5. Incidents of the voyage.
 - A. Fear and discontent of the sailors caused by
 - I. Being wholly out of sight of land.
 - II. Variation of compass needle.
 - III. Tradewinds.
 - IV. Being deceived by false signs of land.
 - B. Effects of sailors' discontent.
 - I. Become mutinous, threatened to throw Columbus overboard and return home.
 - C. Conduct of Columbus.
 - I. Was unmoved by the sailors' threats and entreaties.
 - II. Patiently explained the strange phenomena as well as he could.
 - D. Real signs of land.
 - I. Carved staff, branch of thorn.
 - E. Discovery of land.
 - I. The moving torch.
 - II. The firing of the cannon.
 - III. The sight of land at daybreak.
 - IV. The joy of the sailors.
 - F. The landing.
 - G. The return with proofs of discovery.
 - V. *Success of Efforts to Confirm His Belief.*
 1. Grand reception on his return.
 2. Great honor showed to him by the very people who had ridiculed his plan.

VI. *Subsequent Voyages.*

1. Discovered South America.
2. Planted Spanish colonies on the West Indies Islands.

VII. *Old Age and Death.*

1. Ingratitude of the Spanish people.
2. Died ignorant of the greatness of his discovery.

—*Teacher's World.*

SPELLING.

BY D. C. MURPHY, PH.D., SLIPPERY ROCK, PA.

THE reason some children do not learn to spell easily is because they do not know how many syllables are in some words, nor how to separate words into syllables, so that another valuable exercise for the preparation of a spelling lesson is to divide the words into syllables by use of the hyphen. We teach the child that, in general, there are as many syllables in a word as there are distinct vowel sounds, and that a syllable consists of a word or part of a word that is spoken by a single impulse of the voice, and that syllabication is the division of a word into such parts as are made by single impulses of the voice. Teachers may, with considerable profit to their pupils, spend time in having pupils divide the words of two or more syllables into separate syllables. For instance, *hand* and *broad* have each a single syllable, while *hand-ful* and *broad-er* are words of two syllables each. If the pupils are given for their seat work the words in the lesson to divide off into syllables by placing the hyphen (-) between the syllables, teachers will find that pupils will gain many new ideas with reference to the pronunciation and meaning of words. While they are dividing the words, they can also arrange them alphabetically. For example, take the words in a lesson; I find they are:—

horizon.	banana.	delicious.
parallel.	volcano.	gardener.
geography.	ostrich.	numerator.
milliner.	icicle.	premium.
coordinate.	scholar.	carolina.
	elephant.	

The pupil looks over the list carefully and places the words in alphabetical order, and divides them into syllables, and they will appear as follows:

ba-na-na.	ge-og-ra-phy.	os-trich.
Car-o-li-na.	ho-ri-zon.	par-al-lel.
co-or-di-nate.	i-ci-cle.	pre-mi-um.
de-li-cious.	mil-li-ner.	schol-ar.
el-e-phant.	nu-mer-a-tor.	vol-ca-no.
	gar-den-er.	

If any words are presented in the lessons which the pupil cannot separate into syllables readily, teach him the use of the dictionary and let him use it freely.

No child can thus take up words and divide them without concentrating his thoughts upon the work. His mind is quickened, and while he is really doing something, his power for thinking is developed, and he is soon able to master many hundreds of words.—*Boston Journal of Education.*

HOW IT IS PRONOUNCED.

MANY subscribers have asked about the pronunciation of the word, bicycle. The editors of the dictionaries and encyclopedias have settled it in their minds that the pronunciation of the word bicycle should be with the second syllable short, as "Bi-sickle." We have referred the matter to the manufacturers and bicycle agents, and they are unanimous in saying that common usage pronounces the second syllable as in cycle, long y. The Pope Mfg. Co. says: "We believe that since the first adoption of the word we have had as much occasion to use and to hear it spoken as any person in the world. It has always been our custom to pronounce the 'y' long, though with the accent slightly on the first syllable, as 'bi-cy-cle,' and it is our belief that nine-tenths of those who frequently use it agree with us in this. While we do not usually venture into the province of those who have the English language particularly under their charge, we feel most emphatically that general usage should be respected and observed in this case, and we trust that the influence of all will be exerted in this direction."

A primary teacher who isn't fond of humor is incompetent, for she can not sympathize with the child's enjoyment of a joke. Can you expect a tot to love a teacher who can smile, smile, smile, but never indulges in the luxury of a laugh.

PATRIOTISM.

A Flag Lesson.

BY ELLA M. POWERS.

THE pupils had seen the flag waving over the school-house every day; yet, when Miss Lane asked them why it was there, only two boys seemed ready to answer.

She next asked her pupils what flags were used for. Donald said: "To make known some event or some fact."

"In the army, how are the regiments distinguished?" said Miss Lane. "By the flag," said Robert.

"Is the flag of more importance in the army than in the navy?" inquired Miss Lane. "I should think it would be of greater importance in the navy," said Fred, "because vessels have to communicate with each other."

"What are the different colors in the flags of the nations?" asked Miss Lane. "The red, white, and blue" was fairly shouted by the young patriots, and "black," "green," and "yellow" were added by three pupils.

"What does a white flag signify?" said Miss Lane. "It means a token of peace," said William.

Miss Lane explained to them that a red flag means defiance, and they learned here that the flag of Morocco is red, the flag of Egypt is red with a white crescent; that Turkey's flag is red, with a white crescent and a white star, while Switzerland's is red with a white cross.

Miss Lane told them that a black flag denotes a pirate, while a flag of plain yellow usually signifies that the vessel bearing it is in quarantine.

"Who can tell something about our American flag?" said Miss Lane. "When was the subject of a national flag first considered?" "In 1775," said William.

"Yes," said Miss Lane, "and the result was a flag like that of the East India Company and the Sandwich Islands.

"How many stripes were there?" "Thirteen," said Robert.

"What were the colors?" asked Miss Lane. Red and white," said Alice.

"Where was this flag hoisted for the first time?" Nobody knew, so Miss Lane told them that on January 2d, 1776, it was hoisted over the camp at Cambridge.

When independence was determined upon, the British Jack was dropped. The stars are supposed to have been suggested by the *chef* of the Washington arms, as shown on monuments at Brighton, in Northamptonshire.

Congress, on June 14, 1777, adopted the basis of the existing national flag.

"Were the stars five-pointed or six-pointed at first?" "Six," said Fred.

"Who substituted a five-pointed star?" "Washington," was answered.

The flags of several nations were drawn upon the board in colored crayons. The United States flag was drawn first; then the black, white, and red horizontal-striped flag of Germany; the red, white and blue striped flag of France; the red and yellow flag of Spain, and other flags.

The children were given permission to cut the flags of the different countries from colored paper. They proved themselves so clever in the work that Miss Lane placed before them a large colored chart, which illustrated not only the flags, but the American yacht ensigns and the pilot signals, together with the weather signals. The flags were completed, assorted, and classified for busy work and number work. They proved of great assistance.—*American Teacher*.

MANY a teacher will begin this year for the first time his work as teacher. Have you a conception of the office to which you have been called? Do you realize that you are, or should be, not only a teacher, but a leader, and leader not only of the children, but of the whole community? When you appear before those thirty or forty bright happy children as they start on their voyage of discovery, their bright eyes seem to say, We are now trusting to you. Will you guide us straight? And happy will be that teacher who can in after years look back and truthfully say, Yes, I did guide you straight.

MANUAL training is destined to be such an important factor in the school system of the near future that not to know something about manual training, the principles

A Tonic

For Brain-Workers the Weak and Debilitated.

Horsford's Acid Phosphate

is without exception, the Best Remedy for relieving Mental and Nervous Exhaustion; and where the system has become debilitated by disease, it acts as a general tonic and vitalizer, affording sustenance to both brain and body.

Dr. E. Cornell Esten, Philadelphia, Pa., says: "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion."

Descriptive pamphlet free.

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Beware of Substitutes and Imitations.

which underlie it, and its claims to be recognized as a part of the school course, is for a teacher in these days to confess to lamentable and unpardonable ignorance. The literature of the subject grows daily, and every teacher of every grade of schools should know something of it. Suffer this question to you, "Have you ever read a book on Manual Training?"

OZARK COLLEGE.

PRESIDENT EDWIN W. DORAN, from Enfield, Ill., takes charge of Ozark College, at Greenfield, Mo. He is spending most of the intervening time in the field, canvassing for students. There is a widespread interest in the school, on the part of its friends, and the prospects are that the attendance and prosperity of the school will be materially increased. The fall term opens September 3.

METHODS IN ARITHMETIC.

BY SAMUEL E. HARWOOD.

1.—TWO VIEWS OF METHOD.

AMONG pedagogues method is used in two very different senses.

In the common view, it includes whatever the teacher says or does to secure the desired ends.

Sometimes it means the particular things used and their special arrangement.

These various sayings, doings and uses of things give rise to the various names for ways of doing.

Thus we have the word method, the sentence method, the object method, the topical method, the concert method, your method, my method and a multitude of other methods of teaching the many subjects in the course of study.

Here we speak in terms of the external and emphasize the stimuli to mind activity.

In another view, method is an internal thing, a process by which mind does something. In this view all these externals stand for something internal to both teacher and pupil; internal to the teacher, because the things he does or says or uses represent an activity of his mind; internal to the pupil, because they are intended to excite in him a similar activity.

The activity in both teacher and pupil must be in general the same, and rightly performed is always an orderly process.

The external view then defines method in terms of devices or means used to excite activity. The internal defines it as the process in thinking a subject, it is the mind's way of doing a thing. It is what both teacher and child do mentally to master the subject in hand, the teacher in preparation and the child in recitation.

Method in arithmetic then becomes the mind's way or process in thinking the subject-matter of arithmetic.

2.—OUTLINE FOR GENERAL METHOD.

1. Subject matter.

a. The subject-matter of arithmetic is its contents, the facts or ideas with which it deals.

b. Arithmetic deals with number ideas and their various relations.

c. Its organizing idea, central thought

or unifying principle is number and its various relations.

a. It selects the facts belonging to the subject.

b. It determines their classification and their relative emphasis.

c. It suggests the moves of mind in approaching a topic.

d. It aids in fixing the place of arithmetic in common school course.

2 Purposes in teaching arithmetic.

a. Intellectual, or those which look to the gaining of knowledge, for its own sake or for its use in a business life.

b. Emotional, or those which aid the growth of the aesthetic nature.

c. Volitional, or those which serve to strengthen the will.

3. Steps or movements of mind.

a. Determined by the nature of mind.

a. Learning the particular.

b. Learning the general.

c. Pushing toward the universal in insight.

b. From the nature of subject-matter.

a. Learning number ideas.

b. Learning number relations.

4. Basis, the child's knowledge.

a. Of number and its relations.

b. Of related subjects.

c. Accurate or erroneous.

d. How obtained.

a. By observation.

b. From testimony.

c. By inference.

5. Devices, the means used to stimulate the child to think the subject-matter.

a. Objects, as concrete embodiments.

b. Assignments, problems and their treatment.

c. Questions, answers, etc.

3.—DISCUSSION OF OUTLINE.

1. Subject matter.

It follows from the above that the first step in discovering and discussing method is to discover and clearly define this subject-matter.

In accordance with a universal law of mind the student begins with a general notion of arithmetic, a knowledge of the vague whole, a tentative statement of its content. He then analyzes more and more carefully until he discovers a central thought which he uses as an organizing or unifying idea. He gathers about this central idea all ideas and organizes them into a whole, thus

selecting, classifying, and subordinating the facts of his subject. He may name this central thought the organizing idea, the unifying principle, or any other name that will indicate its nature and relation to the subject-matter of arithmetic. Such an examination of arithmetical facts soon reveals that the content of arithmetic centers about number ideas and their various relations. This thought is useful in the further discussion of method as a mental process. It has already guided in the selection of facts and will aid still more in further separating arithmetic from other subjects in the course and in more clearly defining the facts accepted as arithmetical. It will be useful in guiding to a proper division of these facts, their classification and emphasis, as well as in indicating the moves the mind must make in mastering the subject.

Number ideas differ greatly as ideas and far more in their various relations. Both are mental things, and are the real things for study in pursuing the branch. The mind seeks to combine these various elements and just as eagerly seeks to separate them. Both processes are in every act and are complementary processes.

The mind varies its emphasis upon them according to its purposes. These complementary activities give rise to the great divisions of arithmetic; combination and separation, integrating and partitioning, making wholes and finding parts.

The organizing idea guides in all these divisions, not only in the greatest but in the most minute. It determines the variety of topics and their unfolding, and also the degree of emphasis each shall receive. It thus reaches out into every detail of the subject and makes itself felt in each property of numbers and in each problem for illustration or solution.—*The Inland Educator*.

CARRONDALE, ILL.

There is more Catarrh in this section of the country than all other diseases put together, and until the last few years was supposed to be incurable. For a great many years doctors pronounced it a local disease, and prescribed local remedies, and by constantly failing to cure with local treatment, pronounced it incurable. Science has proven Catarrh to be a constitutional disease and therefore requires constitutional treatment. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, Ohio, is the only constitutional cure on the market. It is taken internally in doses from 10 drops to a teaspoonful. It acts directly on the blood and mucous surfaces of the system. They offer one hundred dollars for any case it fails to cure. Send for circulars and testimonials. Address, F. J. CHENEY & CO., Toledo, O. Sold by Druggists, 75c.

A MEETING OF THE NATIONS.

BY BLANCHE HALL.

ONE night as I sat dreaming
 Into my room came streaming
 Such a queer concourse in queerer dress,
 The fashion of which I could not guess.

Each had a name pinned upon her gown,
 And on some heads I saw a crown.
 But what they said was stranger still.
 List and I'll tell you if you will.

One had America pinned on her breast
 And seemed the leader of all the rest.
 And thus spoke she in accents strong,
 But there was music in her song :

"Friends and foes, we each alike
 Are given the power to speak to-night.
 This day of all the year we're free
 To tell of all we do and see.

"All other times the whole year through
 We must submit to watch and do,
 Striving with all our might and main
 That some new honor we may claim.

"Our time is short, so sisters all
 Please rise at once as I shall call,
 And tell to the assembly here
 The desire of your heart which is most dear."

The first who rose was Russia, tall and grand,
 She held a scepter in her hand.

"Oh, sisters dear, I pray every hour
 To destroy the growing Nihilist power.

"But Nicholas is now our Czar
 With his young bride as Russia's star.
 May we hope for relief from all oppression

With prosperity and happiness throughout his possession."

Next rose France with tears in her eyes,
 And hands uplifted to the skies ;

"O, my darling republic ! I'm afraid
 'twill be lost,

And by an emperor we soon shall be
 bossed."

And now uprose brave little Japan,
 Shaking her fist at the Chinaman ;

"I'll tell you now—'tis very clear,
 You may have numbers, but the brains
 are here."

And following Japan was Germany bold,
 Herself in waiting she could not hold.

"Oh, grant that Bismarck's restoration
 May be for good throughout the nation."

A cry from Spain came loud and long.
 From that land of mirth and song.

"Oh, why for money our people change
 Their noblest titles change." 'Tis passing strange."

England now spoke in her grandeur cold :

"My Queen as you know is growing old,
 And the Prince of Wales her place will take

I'll see that her precepts he does not forsake."

Italy now rose with trembling and fear,
 For to her heart the people were dear.

"From the earthquake's terrors my country is freed,

But the people are now in greatest of need."

Then little Hawaii arose from her seat.

"If you come to my home a republic you'll greet ;

Queen Lil has resigned the sceptre of power

And the people in freedom are passing the hour."

Holland and India had naught to say,
 And now it was almost the dawn of the day.

So America arose, and her majesty tall
 Seemed to cast a shadow over them all.

"The hour has come when we must fly
 To our different homes beneath the sky.

But ere we go I must have my say,
 And then to our homes we'll speed away.

"My country's good is my greatest desire,

And to keep it from other's vengeful ire
 Is something more than I can do,

Though I try my best seeds of peace to strew.

"The trouble of Mexico now disturbs me most

And a peaceful settlement I cannot boast,

And I fear the land will belong by right
 To those who test in battle fight."

I listened and looked for more,
 But they had vanished in the storm's wild roar

And I awoke with aching head
 To think of lessons yet unread.

—The Normal Message.

A fine hand-written card and an elegant set of capitals free. See St. Louis Commercial College advertisement for particulars.

WHY not "*The Banner Route?*" Seventy-seven miles an hour made by the Wabash Line. Of course such speed is only safe and possible on a road whose track is about perfect, whose motive power and equipment are of the most approved and modern type, and whose operation is as nearly faultless as experience, skill and care can make it. These conditions prevail on the *Wabash*, and it is, therefore, not surprising that such magnificent speed can be attained on this line without the sacrifice of safety or comfort.

Yes, the Wabash is rightly named "*The Banner Route!*"

THE modest, tender, poetic, artistic Snyder, of the "Big Four Route," adds another essential qualification to those enumerated above. Snyder, to sum it all up in a word, is a "hustler." The growing patronage of the "Big Four Route" shows this. The management back him. To accommodate this growing patronage, the "Big Four Route" will, without delay, put on new parlor cars for the day runs on the fast trains between St. Louis, Cincinnati, Louisville, Cleveland, Indianapolis, Chicago, etc. These cars are to be *models of beauty*, ease and comfort, and a buffet attachment will furnish chops, steaks, broiled chicken, broiled ham, etc., from a Pintsch grill.

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DR. T. G. COMSTOCK, attending Physician at Good Samaritan Hospital, St. Louis, Mo., says: "We have used it in this hospital, in dyspepsia, nervous conditions and nervous diseases. It has the unanimous approval of the medical staff of this hospital."

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When writing always mention American Journal of Education.



OUTLINES OF PSYCHOLOGY. By Henry G. Williams, A. M., Teacher of Psychology, National Normal University, Lebanon, Ohio. C. W. Bardeen, Syracuse, N. Y., 75 cents.

This, the third edition is printed from new plates throughout, and the whole has been carefully revised and enlarged by the addition of about 60 pages.

No other psychology published covers the ground it does. No other treats the subject as it does. It is the young teacher's friend, the old teacher's companion. In fact the whole thing in a nutshell.

WEBSTER'S INTERNATIONAL DICTIONARY. G. & C. Merriam Co., Springfield, Mass.

The way to revise is to revise and the new *International* is a great improvement over the old Webster, and is strictly the *standard* and the *best* to-day. At a recent discussion on the pronunciation of a word at a large meeting of teachers no one was satisfied until the *International* was consulted. That settled the question, as it always does.

DAUGHTERS OF THE REVOLUTION AND THEIR TIMES. 1769-1776. An historical romance, by Charles Carleton Coffin. Illustrated. Crown 8vo., \$1.50. Houghton, Mifflin & Co., Boston.

"Many volumes have been written setting forth the patriotism and heroism of the fathers of the Republic. This volume is designed to portray the influence of the mothers and daughters in the struggle of the colonies to attain their independence. The narration of events takes the form of a story—a slight thread of romance being employed, rather than didactic narrative, to more vividly picture the scenes and the parts performed by the actors in the great historic drama." It is intensely interesting from beginning to end. The boy who reads this book gets a better knowledge of the people, a keener insight into the causes of the Revolution, and more historical facts than he would get in months of study in the ordinary school history. It ought to be in every school library.

THE LADY OF THE LAKE. Edited, with notes, by Homer B. Sprague, A. M., Ph.D. 12mo, 224 pp. Price 55cts. Silver, Burdett & Co., Boston.

This edition of Scott's popular poem adds another to a list of English Classics which have been edited, with marked ability, by Dr. Sprague, who is especially fitted for the work of editing such a series for students by his extensive familiarity with Rhetoric and English Literature. His notes are unusually rich in information, yet are prepared with the idea of stimulating rather than superseding thought. This volume will be of great value to all lovers of the famous Scotch poet. A fine likeness of Scott is given as a frontispiece.

THE AMERICAN GOVERNMENT, NATIONAL AND STATE. By B. A. Hinsdale, Ph.D., LL.D., Professor of the Science and the Art of Teaching in the University of Michigan. Bound in extra silk cloth, 496 pp. Price \$1.50. 12mo. The Werner Co., Chicago.

Dr. Hinsdale is always fresh and original, and this book is a real contribution to the literature of this subject. It is characterized by thoroughness, accuracy, and lucid statement. It is admirably adapted not only to college use, but also to the needs of private students. The author is himself a practical teacher of the subject, and has produced a book that will *work* in the study and in the class-room. The student, needs it for study, and the teacher should have it for reference.

GREENE'S SCHOOL MUSIC COURSE, BOOK I, 96 pages, introduction price 30 cents; Greene's School Music Course, Book II, 112 pages, introduction price 35 cents. The Werner Co., Chicago.

Prof. Chas. H. Greene, formerly Supervisor of Music in the St. Louis Public Schools, has been at work for several years upon a series of song books for public and private schools. The series is called "The Greene's School Music Course," and is published by the Werner Company, Chicago and New York. The exercises are well graded, and the songs very pleasing. One noticeable feature is, that nearly all the words have been written for these books. The friends of the late Thos. Metcalf, will be pleased to see his beautiful hymn "Strength for the Day," set to simple, but appropriate music, and is found in *Book Two*. The making of books by a teacher actively engaged in the work, is clearly seen in the beautiful songs and by the well graded exercises. Prof. Greene well says it is not only a pleasure for the children to learn to read music, but it is pleasure for the teacher to teach.

W. J. Cord, Dentist, 1325 Washington Ave., (cor. 13th St.) Bridge work, \$6.00 a tooth; gold filling, \$2.00; all other filling, \$1.00. Everything first-class. Hours, 8 to 6; Sundays, 9 to 3.

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DON'T MISS THIS. One of the best helps that teachers can get, full of unspoken suggestions regarding child training. **KORADINE, A FASCINATING STORY.** I found it to be a rare book—one which every girl should read. Its thoughts are wholesome, pure, uplifting.—(Helen A. Rice, Precepter Ypsilanti High School.) I have started a club of girls ranging from 14 to 18 years, and am reading the charming book to them. They are perfectly delighted with it and call themselves the Koradine Club.—(Gertrude E. Williams, Principal A'cott High School.) PREPAID, \$1.25. ALICE B. STOCKHAM & CO., 104 Market St., Chicago, Ill.

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LITERARY Notes

G. P. PUTNAM'S SONS announce that the *Hudson Library* of standard fiction, heretofore issued bi-monthly, will with the first of August be changed into a monthly publication. The first volume of the monthly issue, to be ready about the first of August, will be "The Island Princess, a story by Theodore Gift.

GINN & COMPANY, Publishers, Boston, New York, Chicago, are getting out a new "History of Our Country," a textbook for schools, by O. H. Cooper, LL.D., Superintendent of Schools, Galveston, Tex.; Harry F. Estill, Professor of History and Latin in the Sam Houston State Normal Institute, Huntsville, Texas; and Leonard Lemmon, Superintendent of Sherman Schools, Texas. The authors are men who have given special study to history, particularly United States History, and by reason of their class-room and literary work, are especially qualified to produce a book of rare excellence.

DURING the coming school year, Messrs. Houghton, Mifflin & Co., of Boston, New York, and Chicago, will issue 18 numbers of their famous Riverside Literature Series.

Among these there will be many of the world's most famous books in unabridged form, with new and carefully prepared introductory and biographical sketches. Several numbers will be double, triple, or quadruple as the case may require, and will be issued both in paper and linen.

The September issue will be [No. 81, September 4] Holmes's Autocrat of the Breakfast-Table, a triple number, paper, 45 cents; linen, 50 cents; and [No. 82, September 18] Hawthorne's Twice-Told Tales, a quadruple number, paper, 50 cents; linen, 60 cents.

THE REV. DR. William Elliot Griffiths has again been in Holland this summer, and as a result of his studies there he writes two articles, which will shortly appear in *The Sunday-School Times*, on "Dutch Bible Teaching" and "Holland's Place in the Annals of Education." John D. Wattles & Co., Philadelphia, Pa.

REV. DR. M. C. LOCKWOOD, "Kenneth Paul," author of "The New Minister,"

has accepted a call to the Associate Reformed Church of Baltimore, and will assume the pastorate Sept. 1st, '95. This church belongs to no denomination, but has a close alliance with John Hopkins University. Dr. Lockwood's book, "The New Minister," (Cloth, \$1.00; paper, 50c.) is a novel of more than ordinary interest. It is well written and full of life and action. It is not often one meets with so good an American story. A. S. Barnes & Co., Publishers, N. Y.)

RUMINATION'S SET TO RHYME.

According to St. Peter,

ST. PETER sat by the jasper gate
With the padlock in his hand,
And he looked out over the vast estate
This side of the promised land—
O'er Saturn, Venus and Mars in place,
O'er the Moon and Earth a spell,
O'er the countless planets that swing in space,
And then he looked down at—well,
He looked where a sulphurous smoke
Rolled up 'gainst the welkin's rim,
Where the livid lightning with angry stroke
Scourged back o'er the crater's brim.
The shrieking wretches who strove in vain

To escape from that awful pit,
And his heart was wrung with a secret pain,
And he mumbled his beard a bit.

"It's hard," said he, with a doleful sigh,
"To think of their awful fate,
If only people would cease to die,"
Here he dolefully scratched his pate.
"But then never a soul would come, and
So where would I be at?" and he
Resignedly checked his sad tears flow,
And fondled his golden key.

"Yet, if I'd the say, why there ain't a man
I'd consign to the torments there.
I'd manage things on a different plan,"
And he took on a conscious air.
"For I can't believe there is a single sin
In the entire calendar
That merits an expiation in
Such a hole as you infer."

"Were I the judge, I'd more lenient be,
For a man's but an erring child,
And the times are hard and it's plain to see,"

(Here the reverend warden at some quaint remembrance)
Life's stormy sea is strewn with temptations rare,
And he cheerfully whistled "Oh, Sweet Marie!"

And tried to look debonaire.
Just then up the narrow winding path
A toiling form he espied.
'Here comes another,
A puttin' on lots of side;

Another of those wheelmen, who
Want the earth and heaven as well;
I guess I'll give him the grand "refu"
And show him the road to—well,

Did you ever? He's in! But say, d'ye
See them eyes and that head of hair?
And the legs wa'n't shaped as they ought to be,

And if 'twas n't for the dress I'd swear—
What's that? 'Twas a woman! Well,
let her go,

Maybe I've done wrong, perchance,
Yet a new attraction won't hurt our show,
But an angel in bloomer pants.

Yes, sir, gentlemen, bloomers are blooming on every hand, on this mundane sphere and on that higher sphere. Why not get in line and join that grand company, who are floating through space on wheels. Anyhow send us stamp for a catalogue of our full line of bicycles.

KNIGHT CYCLE CO.,
311 N. 14th St.,
St. Louis, Mo.

Nervous Prostration

Cured by Dr. Miles' Nerveine.

Prolonged derangement of the nervous system not only affects the brain and mental powers, but develops disease in some of the vital organs. The most dangerous of these indirect results is when the heart is affected. This was the case of the Rev. N. F. Surface, Fawn River, Mich., who writes under date of Feb. 14, 1895:



"Fourteen years ago I had a slight stroke of paralysis. Overwork brought on nervous prostration. I was exceedingly nervous and the exertion of public speaking caused heart palpitation that threatened my life. I used two bottles of Dr. Miles' New Heart Cure for my heart trouble, and two of Dr. Miles' Restorative Nerveine for my nervousness and feel better than I ever expected to feel again. I can speak for hours without tiring or having my heart flutter as it formerly did, and I have you to thank that I am alive today."

On sale by all druggists. Dr. Miles' Book on Heart and Nervous Disorders FREE by mail. Dr. Miles Medical Co., Elkhart, Ind.
Dr. Miles' Remedies Restore Health.



Mr. W. E. SCOTT who has had many years experience as an advertising agent, has entire charge of our Eastern advertising department, 114 Nassau St., New York.

Prof. R. M. SCOTTEN, formerly editor of the *Central School Journal*, has charge of the subscription department of our Journal in Central Missouri.

THE Institute season is over, and schools are again in session. We will now give our entire time and attention to the JOURNAL, and make it not only as good as any, but positively the best.

We said last month that the August number was full of good things. Hear this letter from one of the best school men in the great State of Missouri:

SPRINGFIELD, Mo., Aug. 19, '95.

Publishers AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo.—GENTLEMEN: I wish to congratulate you on your splendid Journal; 'tis a magnificent educational paper, and the last number is hard to beat anywhere, the one article from the pen of Wm M. Bryant, on pages 10, 11, 12 and 13, is an inspiration.

Very truly,

J. FAIRBANKS,
City Supt. and County Com.

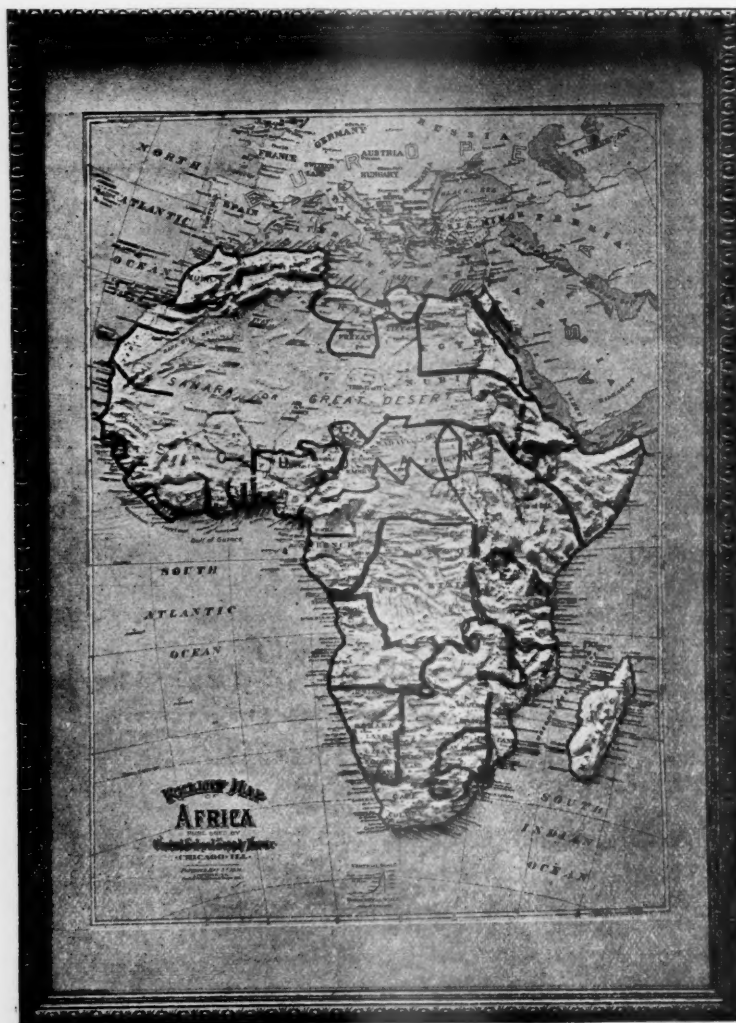
Prof. BRYANT has another article in this number which is full of strong meat for the progressive teacher. Bessie Putnam appears again with a very practical lesson on the sunflower. We do not need to use a cut, as you can go out and gather the originals. Take the sunflowers into the school and give

the lesson to the children. Next month Miss Putnam will have a practical study on our great American plant, "The Indian Corn."

We are making a very low "Trial Trip Offer" this month to new subscribers. All who are not subscribers and receive a subscription blank enclosed, are entitled to this special low offer. If you will read this JOURNAL for a few months we are quite sure you will not be without it as long as you remain in the profession. Please call the attention of your associate teachers to the offer, if you receive one, and send in their orders with yours.

To Superintendents and Commissioners: We will write you in a few days, asking you for a complete list of the teachers of your county, but if you will send it to us before we ask you by letter we will consider it an especial favor.

BUSINESS.



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STOP! THINK and CONSIDER that the balance of your lives will be one series of barren regrets if you should fail to see and examine our new Politico Relief Maps before purchasing ANYTHING in the way of Maps or Geographical apparatus. Our maps have been pronounced one of the marvels of the Nineteenth Century by some of the most eminent authorities of this country and Europe.

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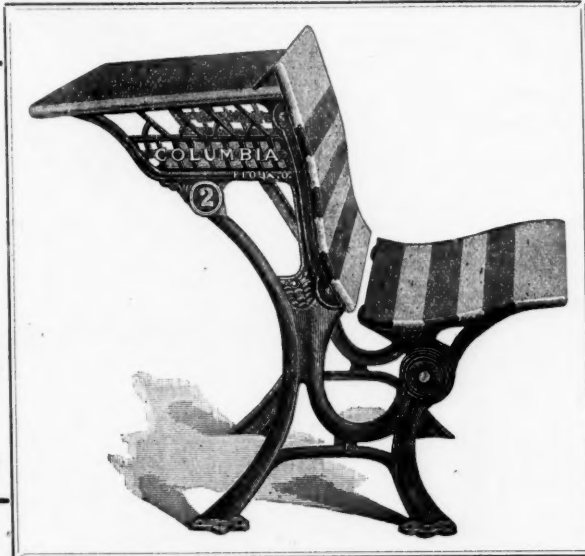
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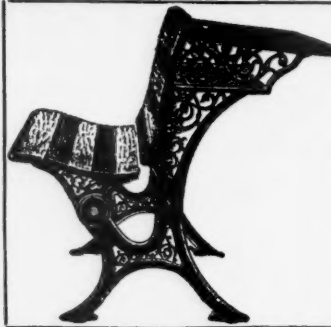
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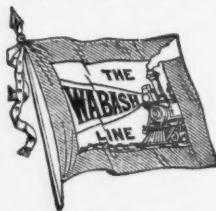
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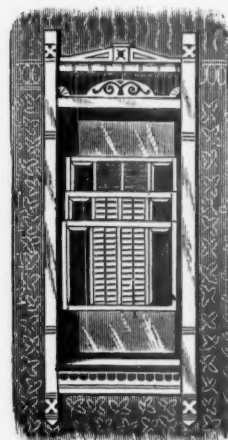
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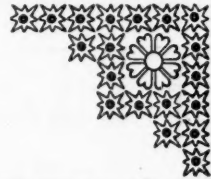
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